DOCUMENT RESUME

ED 337 412 SO 030 025

AUTHOR Winn, Michael
TITLE Youth and Government Project Proposal for a Program To Develop Personal & Social Responsibility and More Involvement in Community Affairs in Urban Areas.
PUB DATE 89
NOTE 91p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Citizenship Education; Community Action; *Community Involvement; Community Programs; Educational Resources; Elementary Secondary Education; Local Government; Minority Group Children; Pilot Projects; Program Proposals; Social Change; Social Studies; *Student Attitudes; Student Needs; *Student Projects; Surveys; *Urban Areas; Urban Improvement; *Youth Programs
IDENTIFIERS *California (San Diego)

ABSTRACT

A program designed to provide input from young people to local governments in California, and to expand participation of young people and families in community affairs, is presented in this proposal. Funding is sought in the proposal to develop materials to implement a pilot program in San Diego County (CA) that would involve more than 100,000 children each year, many of whom are members of cultural minorities. The Youth and Government project involves a survey of public school students in grades 3-12 in which students are asked to give input about problems in the community and to say how they would like to change things. From an essay writing contest a number of students are selected to participate in a community-wide mentoring program with business and government officials. One essayist is selected to be "mayor-for-a-week." Social studies teachers discuss results of the survey with their classes, and direct students in small groups. The groups take on projects to: (1) investigate problems mentioned in survey responses in relation to their own behavior; (2) find solutions to problems pointed out in the survey responses; and (3) prepare and deliver recommendations for solutions to city government. This proposal report contains the following sections: brief description of the project, introduction, scope and use of funds, project goals, background, survey technique, how a community youth survey is conducted, survey interpretation and report generation, items in the youth government kit, "Making Changes" synopsis, "Making Changes" chapter outline, and a guide for educators that includes: suggested lesson plans, details of a practical lesson, student practice guides, and a history of the San Diego KidsPlace Survey. Three appendices also are included: (1) 1990 survey forms; (2) 1989 press clippings; and (3) 1989 survey report summary. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED337412

YOUTH AND GOVERNMENT PROJECT PROPOSAL

For

A Program to Develop Personal & Social Responsibility

And

More Involvement in Community Affairs in Urban Areas

Targeted Population for Pilot Program: San Diego County

Submitted by:

Michael Winn
2476 Caminito Ocean Cove
Cardiff, CA 92007
(619) 944 0060

Copyright 1989, Michael Winn, All Rights Reserved

SO 020 025

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

MICHAEL WINN

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

YOUTH AND GOVERNMENT PROJECT PROPOSAL

Brief Description

Funding is being sought to develop materials required to support a program designed to provide input from young people to local governments in California, and to expand participation of young people and families in community affairs. The materials will be used first to implement a pilot program in San Diego County that will directly involve more than 100,000 children each year, many of whom are members of cultural minorities. The Youth and Government project indirectly involves the entire community, partly because of the interest of the media and also because it generates reports that are important for present and future legislative assemblies. Materials for which funds are needed will facilitate the implementation of this project throughout California, and possibly the nation. Briefly described, this project occurs in 4 steps:

1. In a survey conducted in public schools, students are asked to give input about problems in the community and to say how they would like to change things. Volunteers, including representatives of local government help by conducting assemblies in the schools about community problems, to create a feeling of dialogue.

2. Survey responses are read and compiled by a committee of volunteers, and through a computer scanning process. Reports are prepared from survey data for government policy makes, the public and students.

3. The reading committee also selects several essays from each school which they feel best reflects the general concerns of their peers, or who express an empowering vision. The students who wrote these essays are given the opportunity to participate in a community wide mentoring program, pairing up with business and government leaders for a week "on the job." One essayist is selected by a "blue ribbon panel" to be "mayor-for-a-week."

4. Social studies teachers discuss survey results in classes and guide their students in forming small work-study groups of 5 or 6. These groups take on projects to a) investigate problems mentioned in survey responses in relation to their own behavior, b) find solutions to problems pointed out in the survey responses, c) prepare and deliver recommendations for solutions to city government.

1

YOUTH AND GOVERNMENT PROJECT PROPOSAL

Table of Contents

Brief Description of the Project..... Page 1

Introduction..... Page 3

Scope and Use of Funds..... Page 4

Project Goals..... Page 5

Background..... Page 6

Survey Technique..... Page 9

How a Community Youth Survey is Conducted..... Page 10

Survey Interpretation and Report Generation... Page 10

Items in the Youth and Government Kit..... Page 11

Making Changes, Synopsis..... Page 13

Making Changes, Chapter Outline ..... Page 14

Guide for Educators: Suggested Lesson Plans.. Page 24

Detail of a Practical Lesson..... Page 26

Student Practice Guides..... Page 31

History of the San Diego KidsPlace Survey..... Page 43

Appendices:

Appendix A: 1990 Survey Forms

Appendix B: 1989 Press Clippings

Appendix C: 1989 Survey Report Summary

YOUTH AND GOVERNMENT PROJECT PROPOSAL

Introduction:

This project makes use of the already established mechanisms and networks of community action, including government leaders, teachers and schools, media and press, and many grassroots social and youth service organizations to involve young people and their families in the decisions of local government and the affairs of the community.

The Youth and Government project not only brings ideas and opinions of the majority of young people to the attention of those who create and administrate public policy (by providing direct survey information that is an invaluable resource), but also, it creates a learning situation in which young people build self-awareness and self-esteem and develope the skills, knowledge and habits of participating in and influencing local government.

Young people of every cultural and economic background, with a myriad of talents, interests and abilities, are included in this program. As they participate together, they learn that they are equally well-qualified when it comes to social responsibility and that they share many common concerns with their peers even though they differ widely in cultural experience. Participating with local government and in team projects organized in their school classrooms, they take on real problems and community issues, as they practice applying concepts of social organization and proactive self-government they are learning about in school.

As young citizens learn that their voice and ideas are of interest to others and useful to community government, they also learn an important corollary-to value the ideas and opinions of others, to respect differences, to view the diversity of human experience and intelligence as vital in situations where one person's efforts alone aren't enough to get the job done.

For further information, please contact:

Michael Winn
2476 Caminito Ocean Cove
Cardiff, CA 92007
(619) 944 0060

Scope and Use of Funds:

Funding is being sought to create a set of materials designed to support work by volunteers from local organizations (including scouting, boys & girls clubs, cultural groups, etc.), by government planning staff and by teachers in schools, in urban areas.

The YOUTH AND GOVERNMENT program centers around a survey conducted among the majority of young people in the community's classrooms in public and private schools. The survey, described in detail further on) engages young people of all ages, from grade 3 through senior highschool, in looking at and reporting about issues that personally concern them from the point of view of their being proactive, socially responsible people solving problems in the community.

The work described by this proposal, for which funds are needed includes: the development of standard survey forms and scanning software; guidance materials to help volunteers and government staffers in the organization of community resources; and the development of the documentation materials necessary to support the pilot program and to make it available in kit form, for use in other parts of the United States. Specifically these materials include: a printed guidebooks for students, community volunteers, local government officials and educators, 3 videos that explain and demonstrate facets of the program, survey forms and instructions, guides and software to support useful interpretation and archives of survey results and preparation of various reports from surveys. Described in greater detail further on, these items are described briefly as:

-computer scannable survey forms, for distribution to the target population (in the pilot, all students in grades 5, 8 and 11) and report generation software and instructions.

-open ended (essay question) survey forms, for distribution to the target population, including guidance for organizing volunteer committees to read essays and involve public officials in recognizing the work of young people in addressing community issues with constructive suggestions for solutions;

-a community outreach brochure, 12 to 16 pages, high quality, with 8-12 illustrative photographs, explaining the value and purposes of the survey; to help inform people in government, business and media about the program and to enlist their support and participation;

-three video programs, each 12 to 15 minutes in length, including:

1) an overview of the program, for community outreach information;

2) an introduction to the survey for use in the classroom to help establish in students' view of the survey as a direct link between them and government;

3) an example for students of how they can produce their own reports to the public and government, including video programs, using existing resources in the community and about issues in the community, showing by example that their projects of community participation are practical and within their range of ability to accomplish.

-materials for guiding the conduct and interpretation of the survey.

-a book to be made available to young people, c. 160 pages, 6" x 9" with c. 40-50 b & w photographs (chapter outline and synopsis appended below), about the background and technologies of participatory democracy. Its focus is practical, delivering state-of-the-art knowledge about being proactive, managing group projects and influencing government, in a form understandable to young people, showing by example, how people can work together to accomplish change.

-a book of resource materials, about 125 pages, 8.5" x 11", to be help educators guide students in lessons in which students form project groups to take on community improvement projects (sample appended below);

-a project description and guidebook, c. 140 pages, 8.5" x 11", giving an overview of the entire program, guidance and suggestions about resources for implementation;

Project Goals:

There are two goals of the Youth and Government project:

-to focus the community on addressing the needs of families and youth, and to identify those needs by consulting those who are directly effected;

-to have young citizens develope a personal sense of pride in their ability to influence and alter their surroundings, to learn and use skills of interdependent action and to develop a sense of personal and social responsibility.

Background:

Youth And Government is a grassroots operation inspired by a project developed by the author over the past 3 years in the City of San Diego, in association with the Office of the Mayor of the City of San Diego, the San Diego Unified School District, the San Diego State University Social Science Research Laboratory and with the help of members of the San Diego KidsPlace committee.

In 1987, the author of this proposal joined with others who were concerned about the risk to young people growing up in San Diego, to form a committee, called KidsPlace, to provide leadership for the community in this area. Assessing the major problems confronting the community, the author noted that the most significant problem confronting the community was the lack of interest and a consensus of concerned opinion required to support favorable political action, and little proactive leadership to address issues of primary concern. The community appeared to be a disinterested, non-participating electorate who experience little or no connection with their local government except at random moments for individuals who addressed complaints regarding a problem that was literally in their own backyard.

Inspired in part by a project originated in Seattle, Washington, called, KidsPlace, which was aimed at making that city more liveable for families with children, the author initiated, within a San Diego KidsPlace committee, a sub-project to survey students in San Diego City Schools in a way that directly involved young people, in great numbers, in community government. The resulting City of San Diego KidsPlace Survey has been conducted annually and is now in its 3rd year. It is a key element in the San Diego KidsPlace project, which has become a committee advisory to the Mayor of the City of San Diego regarding issues relating to the needs of children and families.

This survey concept is the heart of the Youth and Government project. It has demonstrated effectiveness in providing useful grassroots input to local government about the wants and needs of young people, by creating responsible communication between young people and government, by focusing public attention on relevant issues of importance to young people and by broadening the base of participation in local government. Leaders in the City of Phoenix, Arizona and the County of San Diego have already expressed interest in having this program. The development of the materials described herein would make this possible.

The uniquely valuable properties of the Youth And Government project suggests that it will be useful in any urban area, and over a long period because it:

-directly involves a substantial number of the total population of young people in a community in acting in

partnership with local government on real issues;

-actively reaches out and engages broad-based community participation in support of education of young people to become socially responsible;

The project is effective in social studies education because it is not a hypothetical exercise in government. Data collected by the survey is used to help guide local government. Students work on projects that deal with real issues. They include themselves in the political process. Schoolwork associated with the survey leads them in finding proactive forms of constructive political action that affects their communities. Not only are they learning to apply critical thinking, they are adopting a sense of stewardship for the community. As an example of its attractiveness to educators, who are important to its implementation, in 1990, the Youth and Government project has become part of the social studies curriculum in San Diego City Schools (see sample Lesson Plans, appended below).

The design of the project is consistent with recommendations of the January 1990 final report of the California Task Force to Promote Self-Esteem and Personal and Social Responsibility, Toward a State of Esteem. Engaging in activities that make a difference in the community is an esteem-building process and directly confronts the cynicism and resignation that underlies the psychology of dropping-out, using drugs or joining gangs. In the Youth an Government project, as young people learn and apply principles of observation, understanding, straight-talking, integrity and interdependent cooperation, they discover their ability to be responsible for their own well-being and to choose responsibly regarding gang activities, use of drugs, and any form of risk-taking behavior characterized by a "so what" attitude about personal integrity and social responsibility.

Using their own unique skills and abilities in problem-solving, applying language arts, math and statistics as well as graphic skills in team projects, they gain experience applicable everywhere in their lives. Most importantly, they grow up in the paradigm of responsibility for the conditions of their community.

They learn to take the greatest risk of all; the risk of being responsible, of being effective, of being known.

The materials for which funding is sought will support and expand the possibilities of this project, and ensure its lasting value. Last year, approximately 15,000 young people experienced a hands-on approach to creating social change. With the proposed materials, the project will have both a broader and deeper affect. The materials will allow thousands of people in schools, business and government to understand and support the program and the ideas behind it. The materials for students will extend the educational benefits enormously.

Conducted in several languages to support young people who constitute recently immigrated populations, the survey provides a unifying cross-cultural element in a community. Young people find themselves sharing common concern across cultural boundaries.

In San Diego, the initial project on which this proposal is founded has been instrumental in producing results in the following areas:

a) an increase in numbers of youth and adults involved in community affairs, volunteerism and constructive, political action;

b) a more integrated local school curriculum that engages students in responsible community activities related to the framework of basic education;

c) an increase in the number of local businesses, professionals, artists and civic organizations participating with youth-related projects, and supporting education;

d) development of a better-informed electorate motivated to support civic improvement and city planning in current issues as well as over the long term;

e) integration of minority, esl and poverty area public school students in a process of self-determination and social responsibility.

f) creation of a source and archive of valuable information about the values, needs and attitudes of young people, defined according to age, place of residence, sex, grade level and school attended, organized in an easily accessible database.

In summary,

By linking young people with leadership so that young people learn principles of personal and social responsibility and leadership, this program succeeds as a tool for inculcating values of self-esteem, social responsibility and the concepts associated with self-government.

The survey is an effective way for young people to responsibly address issues that concern them and share their ideas with adults, leading to change in the community.

Using survey data and interacting with schools and students

civic leaders and others become more usefully aware of the specific needs of young people and families.

This program stimulates parental involvement in the education of children as well as public interest in support of education and the needs of families and youth.

The acknowledgement of selected "winners" includes the feting of an honorary young "Mayor(Supervisor, etc.)-for-a-Week" and a "Professional-for-a-Week" mentoring program (which pairs "winners" from every school with working professionals). These elements not only acknowledge winners but also acknowledge the population of young people by drawing media attention to their survey responses which are made public at this time. The appearance of news stories in the press and on TV helps to make clear to students that their ideas are heard and heeded.

Survey Technique:

The Community Youth Survey uses two forms. One form is a series of multiple choice questions designed to be read by a computer-driven scanner. The second form is an "open-ended" "essay" question which students answer in their own words. (See attached forms.) Written responses to the "essay" question are read by a panel of volunteers who select students from each school for praise and acknowledgement.

Standard survey forms (samples attached) are part of the materials to be produced by the project. A locality may wish to modify or redesign these forms, or to print entirely different forms rather than use a standard form. This alternative will be supported by guidance in printed materials. After the survey is completed by students, the forms may be scanned, following instructions in the guidebook, using standard test-reading scanners and software already owned by school districts or local university research institutes (in San Diego, San Diego State University). Alternatively, completed forms may be returned for scanning by a service provided by the project. Interpretations of survey data can also be provided as a service or alternatively, the school's testing department may follow a guide using software provided for report generation or by using standard statistical analysis software.[1]

The YOUTH AND GOVERNMENT project will provide consulting services to support schools and communities that wish to create their own survey forms and questions, a task that can strengthen the link between the students and adult leadership. To accomplish this, guidance is provided to form a committee which

---

[1] See attached 1990 survey forms.

may include community volunteers, city planners, youth agency workers, parents groups and educators, and so on, all of whom meet to determine the focus of the survey and questions to be included, in support of civic improvement on behalf of young people.

How a Community Youth Survey is Conducted:

1. Meetings are held with social studies department heads, teachers and others, to determine logistics and define parts of the survey which are modified to reflect community identity.

2. Using the brochures and guides provided, local government staff and others are invited to lead assemblies in schools when the survey is conducted, in which they will have an opportunity to ask students to voice their concerns to community leaders and address issues that concern them.

3. Survey forms are ordered, printed and distributed with guidelines for teachers.

4. The survey forms are completed and returned. While the computer scannable forms are being read and tabulated, a committee of volunteers reads the essay forms, selects "winners" from each school for special recognition and creates a file of essays to be used in preparing the survey interpretation.

5. Frequency of response reports are generated and interpreted. A team of volunteers (or the consulting staff) writes a report based on data and collection of essays selected by the reading committee.

6. Associated with "Mayor-for-a-Day" and other activities, survey reports are presented to local government and made available to the local press, TV and radio stations.

7. Lessons in proactive participation in government begin in social studies classes, using survey data.

Survey Interpretation and Report Generation:

Dissemination of survey data is integral to the educational process, setting the stage for the real work of the students.

Software used to scan survey forms creates a database from which reports of various kinds can be fashioned. A standard report form is provided with the kit which presents frequency of response percentages for different population groups. The form of reports may be modified to compare areas of data in any way that may be required.

The data collected in the survey is stored in digital format, on IBM MS/DOS format disks, for use in future studies and comparisons with later surveys or surveys in other places. Reports are drawn initially from the data to serve two purposes: one informs local government and the public, and the other informs students about how they think as a group.

The report for students allows young people to see themselves as a unified group across ethnic and geographic boundaries. Lesson plans and teacher's guides, described further on, will help teachers engage students in understanding the reports and identifying areas that concern them as they learn to operate as problem-solving teams. Solutions generated in the classroom may be presented to the city government and the public.

Guidance is provided in the kit for producing video reports about survey results either professionally or by students. Such videos may be used to support classroom work and empower community involvement. Students of communication who make such videos learn to express their views and vision and deal with issues where student action can be part of the solution and provide a different perspective on the management of problem areas by leaders in government and industry.

Items in the Youth and Government Kit:

1) copies of student book about proactive leadership (to be ordered in quantity); in two editions, one appropriate for use by students in grades 5 through 7/8 and one for grades 8/9 through 12. This book will contain material specific to the ordering locality.

2) copies of a resource book containing worksheets and handouts for students associated with lessons which teachers may want to lead (see Sample Lessons, further on), parent outreach letters, guidelines for report generation and so on.

3) copies of a community outreach brochure to be used in schools by community volunteer organizers and students in community outreach.

4) a guidebook for young people to help them produce their own reports, including video programs about survey results.

5) survey forms and instructions for ordering survey redesigns, altering standard forms, and instructions for administration, tabulation and interpretation of the survey.

6) copies of a guide book describing and providing resource information for the total program; with guidelines for conducting

assemblies in the schools with community volunteers or city officials and guides for setting up a mayor-for-a-day contest, getting media attention, and so on.

7) a 12 to 15 minute videocassette which explains the program, for classroom or community use; showing how the program works, using documentation from the San Diego survey and pilot.

8) a 12 to 15 minute videocassette focusing on ways of doing research and projects; for classroom use, associated with lessons, showing students a variety of approaches taken by young people like themselves and demonstrating that projects in proactive leadership are do-able.

9) a 12 to 15 minute videocassette giving an example and showing how to make a student-produced documentary video.

TO ENTER THE MAYOR-FOR-A-WEEK CONTEST, WRITE AN ANSWER TO THIS QUESTION:

In your own words, describe the perfect out-of-school program for young people.

PLEASE PRINT

First Name: _____ *Last Name:* _____

School: _____ *Grade:* _____ *Age:* _____ *Female:* _____ *Male:* _____

The name of the neighborhood where I live is: _____

Making Changes, Participating in Democracy.

Synopsis

Written in two editions, for pre-adolescent and adolescent youth, this book connects conventional studies in history, politics and government with everyday needs and experiences. In addition to learning principles by reviewing events of historic significance related to current issues of concern to young people, students learn techniques for problem solving and project management that empowers their ability to be and feel proactive. The key element is to learn by doing and participating, rather than by reading.

Content is delivered in an informal, personal voice, beginning with a forward by a leading figure in modern urban politics. Much material is in the form of recounted personal experience of proactive people who took on responsibility for creating social change and became leaders. In each chapter these current and former mayors, community organizers, athletes, media personalities, "captains" of industry and others give a picture or urban America by telling their personal stories of commitment related to the subject.

To compliment educational curriculum in civics, government and history, the author and contributors cover material not found in standard texts on government or history. They make reference to both recent and remote historical events, but always in the context of personal and social responsibility. The thrust is to empower each individual's ability to deal constructively with personal and community problems, and to positively influence others in her or his own community.

The last third of the content is practical, useful "how-to" information (tied-in with Youth and Government Kit- materials) to help young people identify and organize projects. Readers are introduced to management techniques and structures for accomplishing projects. They examine problems requiring personal management, cooperating in groups and the making of effective presentations. They learn techniques for analyzing problems, defining personal or group missions, setting goals, charting and managing tasks and making persuasive reports and presentations.

As they learn to work together interdependently, students apply lessons in careful listening; seeking first to understand and then to be understood. In examining the problems of influencing government, they learn the value of creating a consensus by honoring differing viewpoints, a critical element of conflict resolution. As they tackle the problem of mobilizing public opinion, they examine issues of conflicting interests and priorities and learn about the role of media in influencing government and public opinion.

Making Changes-Participating in Democracy.

Chapter Outline

Forward: By John Vasconcellos, Assemblyman, 23 District, California State Legislature, author of legislation establishing the California Task Force to Promote Self-Esteem and Personal and Social Responsibility.

About being proactive; feeling that one has some control over and responsibility for the environment, and the development of a sense of self-esteem.

Introduction: By Charles Royer, former Mayor of the City of Seattle and currently, Director, Institute of Politics, John F. Kennedy School of Government, Harvard University.

About the value of forming habits based on principles. Making the distinction of principle, character, and integrity; asks students to identify principles that would be most useful for them to live by.

Chapter 1. The Democratic Tradition.

Using a real task in government in any modern urban situation as a starting place, the forms of popular government are traced back through time. The dilemma of modern government is the direct result of the demands of social responsibility which a democracy places on its citizens. Stemming from a discussion about statements in the Declaration of Independence, analysis of this document reveals, in the primary assumptions of our form of government, the importance of the individual's ability and willingness to be proactive in relationship to the rights and obligations of citizenship. This makes clear that the inalienable right of people to choose their government is of no value to us if we are not willing to hold ourselves accountable for the decisions of government, to inform ourselves, to cooperate with others, to hone our skills or self-government and to initiate action when necessary. Ideas and forms of popular government in history are examined in this context, leading to classroom discussions about the history of democratic politics.

Chapter 2. Democracy Around the World.

Examining variations in the practices of democratic governments practiced in other nations the characteristics of modern democracies are explored, pointing out successes and

failures and analyzing the effect that differences in culture, geography, technology and environment have on the forms and practices of popular government. This includes a look at what works and what doesn't work in our own system of government, especially as this relates to urban situations. Problems such as

environmental preservation and toxic pollution, homeless people, disparate educational and economic opportunities and other issues brought up by young people in surveys are examined and the differing degrees of success and failure of governmental action are evaluated. Students are asked to identify what is present in some situations and not in others.

Chapter 3. Living and Governing in Modern Urban Cities.

The technological complexity of modern urban living and the large and culturally diverse populations of modern urban areas has stressed the traditional systems of democratic government. The range and size of problems that need to be managed by the public sector is described, including many problems which have yet to be addressed.

To keep up with growing populations, new technologies for managing government are being used, utilizing computers, a process which is having a distancing and de-personalizing affect on the relationship between the individual and government. As we get further and further from our representatives, we have come to rely on media for our experience of them which aggravates the situation.

Analyzing this dilemma from the politician's viewpoint, it appears that not only must political leaders represent broadly diverse cultural elements, but also, they must make decisions regarding management of complex technologies and deal with large bureaucracies as they attempt to meet the perceived needs of individuals, neighborhoods and communities.

Management concepts, skills and technologies are discussed relative to this dilemma for both citizen and representative. Students are encouraged to see relevant lessons in their interactions with family, school and friends; to experiment with principles of leadership, communication and personal management.

Chapter 4. The Principle of Proactive-Leadership.

The most remarkable successes of government in over-coming seemingly impossible problems has not been the result of new, better and faster technologies. In some cases, new technologies have been helpful to implement solutions. In many other cases, such as the "Banana Kelly" project in New York's Bronx division, which is typical of the "sweat equity" projects now present in

many cities, what made the difference has been the commitment of people to be the arbiter of their own circumstances.

Using as an example his personal experience in choosing to run for the office of Mayor of the City of Seattle and accomplishing that goal, Charles Royer, now Director of the Kennedy Institute of Politics at Harvard, points out that a key value of our political system lies in the fact that, although it may require a mixture of hard work, intelligence, persistence, character and luck to get elected, any citizen in the United States may have the opportunity to alter history, whether it be a project in her or his own neighborhood or on a national or even international stage. The point is made that many if not all of the major problems confronting us will require this kind of leadership if we are to manage them.

Proactive leadership is at the heart of our success as a nation, and the lack of it can often be seen at the root of our failures.

The personal freedom decreed in our nations's constitutional laws encourages us to operate with entrepreneurial spirit and drive. This entrepreneurial is implicit in the Declaration of Independence to the extent that it might be described as a statement of the mission or purpose for which the American revolutionary government was originally formed; to allow each person the freedom to pursue her or his own happiness. Entrepreneurs are creative people. They find and invent new resources and new ways of doing things with both old and new resources. In the areas of business, art and technology, our nation has produced more than its share of world leaders, and we have nurtured the work of many from other lands, often when they were refused the freedom or support to work in the nations where they were born.

In a nation of independent entrepreneurs, vision and leadership is wanted and needed more than ever because wherever people who operate independently have causes of common concern, cooperation is required. Cooperation requires the clear expression of vision for differing people to agree upon, and to provide the focus for management. This idea of leadership is explored related to family, friends, school and government.

Being proactive means being a self-starter. But getting started is unnecessary without someplace to go or something you want to see done. So being proactive is a form of personal leadership and involves a personal vision or plan for the future.

In the political life of the community, vision and planning relates to issues of importance everyone-it has to do with whatever we'd like to see stopped, started or changed. Students are lead through a process of determining personal goals and then relating them to community goals.

17

Chapter 5. Volunteer.

In the history of civilization, in every culture, there were always chores to be done for the benefit of all: protection of the community against predators and unfriendly neighbors, dealing with a hostile environment, performing religious rituals and so on. In periods of crisis, earthquakes, floods, famine, people from all around the world volunteer work together, helping each other to meet the crisis with no thought of being repaid. Barn raising is still practiced all over rural areas of America.

Volunteering to serve the community seems a natural element of human being, an element that seems to be as beneficial for those who serve as it is for those who are served. Why is this? When Mayor Maureen O'Connor took office in San Diego she had a commitment to serve the demands of the community for positive improvements in open space, public art, drug-free streets and ethical, responsive government. Lacking the funds to make sweeping gestures or reforms, instead she relied upon the efforts of committed volunteers to put into place a foundation for social improvement.

Our nation began as the project of volunteers-the members of the 1st Continental Congress. Volunteers served in the battles with Britain to enforce our independence. Volunteers served in the civil war, in World Wars I and II. Americans have volunteered to serve in the Red Cross, the Peace Corps, religious and medical missions in places all over the world. The Project to End Hunger, began with a few concerned citizens in the United States and has now engaged millions of people all over the world in ending famine and starvation everywhere on our planet.

In modern urban areas in America, volunteering is becoming popular and important as a way of socially connecting with other people with similar interests.

Volunteer work has also become more specialized. There are many volunteer organizations recognized nationally like those for sports (Little League, Pop Warner), community development (Peace Corps, VISTA), neighborhood security (Police Auxiliaries, Neighborhood Watch), the arts (Symphony Associations, Theater and Museum Docents), health and personal fitness (Girl & Boy Scouts, Boys & Girl Clubs), environmental action (Sierra Club, Greenpeace), spiritual pursuits (gospel choirs, church groups of all denominations), political committees (Young Republicans, local community improvement groups); many volunteer groups are associated with professions, industries, arts and sciences, providing a seemingly limitless array of opportunities for personal involvement.

Students are asked to take on volunteer projects as a way of learning more about themselves, working with the material presented in this book as they learn to work more effectively with others.

Chapter 6. Working Interdependently-Win/Win Strategies.

A famous professional football coach (such as John Madden) talks about team work; how valuing the differences between different players leads to effective strategies for winning.

People work together best when a situation is structured so that everybody wins. Cooperation is only possible in these win/win situations. It takes both commitment to serving others and the courage to stand up for yourself to work with people in win/win arrangements. Only you know what will satisfy you in working with others. The commitment to having the other person win also is required if you want the advantage of having them on your team. This brings up the need to ask what they want and then to listen and understand.

In competitive situations, someone wins and someone loses. Competition does have a place, especially between the goal posts of a football field. But competition between players on the same team would be disastrous. When teams compete against one another to accomplish something better or faster, there is often powerful motivation. Can you imagine what happens when members of the same team compete with one-another?

Working together well means placing value on differences. Most often, when people disagree they argue. They go to war. They kill each other. However, the differences between people may actually be the source of great inventiveness, when solutions are found that serve differing points of view. But this is easier said than done. When people who are used to being independent and have strong personalities come together from different backgrounds, they are bound to differ fundamentally about many things. There are often struggles for dominance among group members who argue, fight and compromise.

The right to join together for common cause is an essential guarantee of constitutional law. Working together as a team, cooperatively, provides opportunities to accomplish much more than either working alone or working with others in compromising partnerships. Looking at family, neighborhood and community relationships, students learn that to achieve cooperation among people who differ, there must be a commitment to understanding others that is unreasonable. Being <u>understood</u> is a direct result of how well you are able and willing to <u>understand</u> others. When people who differ work well together, their differences can then become a strength.

19

Chapter 7. Working with Systems of Government.

In every city there are long-standing problems-problems that everyone wishes would just go away, or everybody wonders why "somebody doesn't do something" about them. In many of the same places, there are also examples where the "impossible" got done-when polluted rivers were cleaned, or endangered species saved, or bridges built, and so on. What is missing to solve long-standing problems? What is present when problems are solved?

Father Joe Carroll, the "force" behind the St. Vincent de Paul Center for the Homeless in San Diego provides an autobiographic sketch, telling his story about how and why he got involved, how the organization he started works and how he has worked as an outsider with government and been effective.

Chapter 8. Media/Communication in Political Action.

Media has a great influence on modern day government. Through the media, it is possible to speak to large numbers of people, and change the way they think about things.

People, issues and events that get a lot of media attention are not always the most important things, but they are often the most sensational. Often, it appears that the best way to change public opinion is to create a media "event" to advertise it. The problem with this is that people who have the most access to media have an advantage. Moreover, since media uses art in powerfully persuasive ways, the value of what is being advertised is often difficult to objectively evaluate. What is the place of the press and media in a modern urban democracy?

When this nation was founded, there weren't as many voters. Our constitution laws were written long before the advent of television, computers, multi-trillion dollar budgets and cities inhabited by 8 or 10 million people. When something important happened in 1776, it might take days or weeks for word to get around. Things happened more slowly. The media of those days was the handbill, the pamphlet and word of mouth. Thomas Paine, who wrote and distributed a pamphlet to the colonists, informing them of the decisions being made in Boston and Philadelphia, and asking for their support, is often described as the first American media personality. Without Paine's pamphlet, perhaps there would have been no one to face the English soldiers, no arms to fight them with, no clothes and food or lodging for the revolutionary army. Paul Revere's famous ride in New England announcing the arrival of English marines was the nation's first "live news update". Times have changed.

There's much more going on these days and the media industry has developed sophisticated ways of keeping pace with fast moving events on a global stage. Within minutes, electronic media can broadcast visual images of any conflict, crisis or natural disaster, happening virtually anywhere in the world. The technology for this involves computers, satellite transmission systems, automatic language translators, fax machines, and thousands of people all over the world.

Radio, television and newspapers often deal with national and international issues. To the viewer or listener, newscasters seem to be larger than life; broadcasters seem to be global citizens. The reality is that, with the exception of the business administration associated with networks, broadcasters and presses are local businesses. Many local broadcasters are either affiliated with national networks or owned by remote corporations, but those who manage and work in them live in the community, they serve the community and they depend on the community for their livelihood. By law, as a condition of their right to use the public airways, radio and tv broadcasters are required to provide some public affairs programming and equal access to differing viewpoints about issues important to the community that they choose to present.

Since all newspapers and broadcasters depend on the local public for their revenues, they naturally pay some attention to their audiences and attempt to serve the needs of those they perceive to be their audience. The issue of literacy and quality of education has more political ramifications when viewed in this light. The success of a democracy is dependent on an informed electorate. Like voting and the ability to write, the ability to read is of little value to people who don't bother to use their time this way.

Community Access (Cable) TV companies, in addition to providing equal access about issues, are also required by federal law to provide those in the community where they operate with free access to video production equipment and free training in how to use it.

Access to the press is not supported by law, but the needs of local press for coverage of local news of interest to their subscribers makes editors receptive and interested.

All this means that some access to the press and tv is available to everyone; to you. How would you reach people through both the electronic media and the press?

Chapter 9. Getting Things Done-Planning and Project Management.

Projects come into being when someone feels that something

21

is missing. They have a thought about how things should be-how things would look if what was missing was present. So projects begin with a vision of how things will be when the project is done.

Most projects begin when someone complains.

Complaints are valuable. Let's look at an example that might happen in your own school. Let's say the complaint was that students had no access to computers and so couldn't learn to use technologies that they felt they are going to have to work with when they graduated. In this situation, what is missing?

Computers, computer peripherals, software, books about computers, people who know about technology to help students get started, and so on.

To start a project, someone takes a complaint seriously and imagines what it would look like if the problem was solved. In the case of the missing computers at school, they might envision having a "Computer Library" where students could have free access to various kinds of computer terminals, peripherals, books and software. Students could check out a computer terminal and take it home to use or connect it via their home telephone to the library's system. The library might have plotters, printers and scanners and input devices.

Often, the vision that begins a project seems too big. Much bigger than you could imagine you could accomplish. That's where planning comes in. Planning organizes the vision into a set of steps to be accomplished one after another-like bite size chunks, each step is small enough to handle.

The first steps in planning consist of describing the vision in detail and then defining steps to accomplish each part of it:

1) describe the vision clearly, in detail

2) define the goals-things that would have to be done to realize the vision each part of the vision,

3) make a list of all the resources necessary to accomplish each goal and note which resources you have and what you'll have to obtain,

4) figure out which of the goals you identified in step 2) you're going to do first, second, third, and so on,

5) decide who is going to be responsible for doing each thing to be done,

6) make requests of those who are going to be responsible and find out when each will complete her or his task.

Defining the goals for a project is the part of planning that makes the project doable. If you can accomplish each goal, then, when you've accomplished them all, the vision would be realized. In the example of the Computer Library, the goals might include:

a) doing research about what students want and need, and finding out as much as possible about the kinds of computers that are available and the sources of funds to buy them, and what it takes to maintain them and to run a library.

b) writing a project proposal which specified the equipment, space and other requirements; showing how the library would be managed and maintained and how much it would all cost and what kind of people would have to work there.

c) presenting the proposal to the city council, school board or other funding entity.

d) hiring a project manager

e) finding or building a building

f) buying and installing equipment

and so on...

The computer library is a very sophisticated project, yet when it's reduced to simple steps, you can imagine that you could do some of the steps yourself and you could think of someone who could do the steps you can't do yourself. Can you think of other projects that are even more complex? What about the space program? No matter how complex the project is, it is always done one step at a time, and each step is simple enough for an ordinary human being to accomplish.

A leader from NASA shares how the project of traveling to the moon was accomplished, what kind of planning went into each step, what obstacles were overcome in working with government to move this project from vision to completion.

Based on the resources you have right now, there is probably a small part of a goal that you could accomplish in the Computer Library project. What might that be? If you were really going to accomplish this or any goal, you'd have to decide exactly who is going to do what, when they were going to do it, and if you were the project manager, you'd also want to know how you were going to find out that they'd done their job. How would you do that?

In every project the last step is knowing that you've completed it. Very often, during a project, the goals and even the vision may be modified or changed. Its important to deal constructively with such changes and to know how they'll affect the outcome of the project. Sometimes in the course of doing the project, the vision expands to include new things that weren't noticed when you started. Who makes the decisions about including new things or not? How important is leadership in this process?

Chapter 10. Presentation-Communicating for Action.

For the purposes of this book, we are going to say that there are two different kinds of communication. Both forms of communication are valid but they each serve a different purpose. One is a kind of story-telling, like what you read in the newspaper or hear on the TV news, usually about what happened yesterday-who did what to whom and what so-and-so thought about that. This kind of communication has no effect on the outcome of the situation being talked about.

The other kind of communication is like the way the air traffic controller and the pilot of the airliner speak to each other-they listen carefully and exactly because in this kind of communication what is said does affect the outcome. The purpose of this kind of communication is to make people take action. In making changes that involve the cooperation of others, this is the most important kind of speaking that needs to be done. Can you think of any examples? A typical example is when a coach talks to the quarterback of a football team during the game. What the coach says is supposed to help the team win the game.

There are certain elements that are always present when communicating for action; these are requests and promises. Neither are usually present in the descriptive, newspaper story kind of talking. In businesses people constantly use these two forms of communication. They request work to be done. They promise payment. In communicating for action, complaints are also commonly heard, in business, at home and everywhere. A complaint is a kind of declaration. Declarations are statements in which people say the way things <u>are</u>-"this is the way it is." A complaint says something like, "this is the way things are and I don't like it," implying that things should be some other way than they are. In responsible communications, a complaint is followed by a request for action or a promise that some action will be taken. Notice how this is done in the Declaration of Independence.

Looking at how we speak more closely, you'll notice some ways we have of speaking requests, promises and declarations.

23A

Some declarations are assertions. An assertion is a kind of promise. In an assertion, the speaker says, "this is the way things are and I promise you I can prove it." In an ordinary declaration of fact, the speaker doesn't promise to prove the truth of the statement. Although the people who signed the Declaration of Independence didn't care whether the King of England agreed with them or not, they did want other people in the world to support their cause, so before they declared their freedom from English rule, they gave as a reason for their action, that people are endowed with rights to life, liberty and the pursuit of happiness. This was an assertion. And they also made assessments. An assessment is a kind of evaluation in which the speaker says, "the way things are is not the way things should be."

Using the Declaration of Independence as an example, try identifying the declarations, the assertions, the assessments, complaints, requests, and promises.

An essential rule in communicating for action is to always follow a complaint with a request. Many complaints are not followed with requests because people very often don't complain to anyone who can do something about their complaint. Why do they complain? As an exercise, for a few days, notice each time you complain about something and notice whether you follow the complaint with a request for some kind of action to resolve the problem you're complaining about. Notice what happens when you do follow your complaints with requests or promises .

At the heart of communicating for action is the experience we call, integrity. We say that a person "has integrity" when they can be relied upon to do what they say-to keep their promises. Often, when we are dealing with others, we expect them to think as we do and act as we do. When they do not, we question their integrity. We tend to judge others according to our beliefs. Personal integrity has nothing to do with beliefs or judgments. Integrity is when your words and your actions are equal, this includes your promises to yourself as well as to others. Promising is a special kind of communication. When someone speaks a promise, they are not just speaking, they are offering to hold themselves accountable for the thing they are saying. This is the most powerful way of speaking.

Sometimes, we make promises to ourselves. Whether we promise to ourselves or to others, the question of whether we kept our promise or not is at issue. People don't keep their promises all the time. In many cases, it doesn't seem to make a lot of difference. Sometimes, however, sometimes it makes a lot of difference. Perhaps only saints keep their promises all the time. But that isn't the point. The thing to remember is that trust is built on keeping promises, even trust in yourself.

23B

Reading the Declaration of Independence, what would you say about the people who wrote and signed this document? Were they people of high integrity? In the world in which these people lived it was not unusual to buy and keep slaves and many people did. They didn't believe that women had the same rights as men to an education or to vote. Their beliefs were certainly different from yours. Even so, although limited by a system of beliefs we'd now say was not appropriate, they were people of their word and the system of government they conceived was founded on principles superior to the limitations of their beliefs. The government they created, based on these principles, provided the foundation for an evolution of humankind beyond the vision of which these men were capable, limited as they were by their beliefs. It is possible that these principles are more powerful than we, too, imagine, and will support a growth of spirit and freedom beyond the limitations of our own beliefs.

23c

Guide for Educators: Classroom Lesson Plans

Outlined below are three sample lesson plans which demonstrate how teacher's of social studies may use this project to engage young people in learning and exercising proactive problem-solving skills through participating in constructive community action. The form of the lessons is similar for all grade levels. The content will be based on survey responses of young people from the same grade level in which they are studying.

The sample lesson plans, student handouts are currently being used by social studies teachers in grades 5, 8 and 11 classes in Civics or Government in the San Diego Unified Schools.

They have been designed to engage young people in proactive problem solving behavior and participatory democracy in association with a survey of young people conducted by KidsPlace, a voluntary community network committed to serving the needs of youth, with the assistance of the Office of the Mayor of the City of San Diego, San Diego State University and the San Diego Unified School District.

The lessons are in a process of review and revision in consultation with social studies teachers who will be using them with between 15,000 and 25,000 students in a pilot program this year. Two sets of lessons are being used, one designed for grades 5-8 and one suitable for grades 9-11. In this pilot program, teachers in civics and/or government classes are receiving:

1) a set of social studies lessons about participatory democracy for grades 5, 8, and 11, using an approach that requires inter-disciplinary studies involving speaking and writing skills as well as practice in working creatively with others and making graphic presentations.

2) a set of masters for teachers to duplicate for student hand-outs with guidelines, directions and other information;

3) guidelines and information for teachers about how the survey is to be administered, tabulated and interpreted;

4) a treatment outlining a video program about survey results for production by secondary students (or alternatively, for production by professionals or school district media staff;

All of the lessons are being designed so they may be used with other subjects and surveys in future years. They are not subject specific and don't depend on the content of the current year's survey issues.

Three sets of lessons, graduating in complexity are described further on. Only the first suggested lesson is elaborated and only the first set will be fully supported in the public school program this year.

Designed to allow abbreviation or expansion of parts of the program at the teacher's discretion, each lesson has been designed so it can be done in three class days, which may be spread over one to three weeks.

Aimed at teaching personal responsibility and cooperative action, classroom participation exercises will give students practice in participating in community government. Because of the direct connection with local government, students will experience themselves as members of their community. Encouraged to see themselves as fully capable and adequate to contribute to the well-being of others, they'll learn they are fully able to take on responsibility for the success of the community and it's commerce as well as for the effectiveness of local government and the maintenance of the local natural environment.

No matter how the student responds to survey questions, these lessons have been designed to lead them to discovering how their personal choices and decisions help determine the quality of life experienced by everyone in the community.

Each lesson begins with exercises that require students to investigate conditions in the community and make reports and analyses. Among the issues they'll look into are those most frequently mentioned by students in responding to the survey essay question, "Design the kind of neighborhood that you would build for kids." The most frequently mentioned issues by nearly 15,000 San Diego students, listed in order of most frequent mention, are:

Personal safety
Parks, open space and landscaping in public areas
Homeless people
Litter
Recreation centers
Pollution, primarily air, but also water & toxic waste
Gangs and drugs
Suburban ambience in residential housing
Traffic and noise pollution
Entertainment for young people
After-school activities
More varied educational opportunity
Help for young people in trouble
Shopping places more friendly to children
Free child care for parents
Financial institutions for young people
Better employment opportunities for parents

Detail of a Practical Lesson

Students learn how to examine a chosen problem area in detail. First they investigate what distinguishes problems. Forming investigative project teams, they choose a problem like one of those listed on the previous page and examine how it is directly or indirectly the result of choices made daily by typical San Diegans like themselves.

Procedures:

Day Before: On the day before the lesson plan is started, students receive Handout #1, a homework assignment which requires the students become critical observers of the place where they live, and Handout #2 which is a letter to parents inviting them to support the student and participate themselves.

At this time, you may have a student write the list of problems from Handout #1 on the chalkboard while you explain the purpose of the KidsPlace Survey. Briefly go over the instructions on Handout #1, answer any questions and ask students to give Handout #2 to their parents.

Day 1: What's a Problem? (Observation and Analysis)

1. Pair students up and ask them to discuss with one another the problems they had noticed in doing the homework. To pair them up, try saying something like, "turn to your neighbor and say, 'Hi, Partner!' OK, the person with the longest hair goes first. Tell your partner about what you noticed about the problem(s) you saw when you did the homework yesterday. If you didn't do the homework, you can use one of the problems from the list on the chalkboard." After they have done this for a minute, have them switch roles for another minute.

2. Next have students call out and discuss the problems they noticed while a couple of students write the problems out on the chalkboard, abbreviating words when possible to save time. Guide them in expressing their real concerns and stating them as problems for themselves.

Explain that a problem is a complaint, but we are not complaining just to complain, but because we want the problem solved. Have them put as many problems as possible on the board in 6 or 7 minutes (cover the board with problems; neatness doesn't count.)

3. While two or three students copy the blackboard using a large piece of paper (may be butcher paper), ask the rest of the class why the things they have mentioned are problems. For whom are these problems problematical? Are they problems for others-for everyone? Ask them to think about what makes a

problem a problem? Pairing them up again, let them talk with their partners for one minute about what makes a problem a problem. Then poll the entire class and have them express their views about what makes problems for 2 or 3 minutes. Ask them to consider that:

Problems only exist when people have ideals, standards or some vision about how things should be.

Ask them to look at a specific problem on the board and say what the vision is such that a condition, feeling or fact shows up for them as a problem. Polling the class, discuss this idea, encouraging questions and challenges and examining ideas. Ask students to consider that since problems only exist when someone has a standard, an ideal or a vision of how things "should be", then perhaps

calling a situation a problem is really just an opportunity to resolve it.

With regard to the problems they brought up and put on the board, ask them to look and see for whom these problems may be opportunities for action and what the action might be. Ask them to notice that there are problems where they feel they can do something and other problems where they think there is someone "out there" who is supposed to handle that thing. Who is that?

4. Break the class up into groups of five or six. There are several way to do this. You may allow them to select themselves into groups. You may ask them to separate themselves into groups according to the neighborhoods where they reside. The most simple approach is to group students together just as they are seated, which is also the most convenient method for the students and helps avoid preconceived notions about qualifications for group membership, assessments about ability and so on.

5. Distribute Handout #3, which includes a homework assignment and provides guidance about where and how to find information. Ask each group to operate as a team. The task is to investigate, document and report their findings about a particular problem each group may choose freely or select from the list on the chalkboard.

Learning experiences of tolerance, acceptance and respect for the cultural and individual differences of others are the key values to focus on in this part of the lesson. The second level of emphasis is placed on learning qualities of critical observation and rigorous speaking.

Day 2: Communication for Action-Presentation

Results of each group's investigations are now presented in the classroom. The entire class may discuss information and ideas presented by each group. The aim of this exercise is to develop skills of socratic inquiry, use of logical discourse and abilities in verbal and graphic creative description. Levels of skill and sophistication may vary between individuals, groups and classes. The measure of success is not sophistication of form but effectiveness in communication. A finely done report that doesn't communicate or engage the listener may be less valuable and interesting than a crude report that engages people and moves them to action.

To begin this exercise ask students to join their groups and distribute Handout #4. Students should now begin to work on their presentation skills. The first part of this exercise requires that a spokesperson from each group make a verbal report which is prepared as a team effort by the entire group working in committee. The brief, verbal statement of a problem the group has investigated must tell:

1. What the problem is.
2. Why it is a problem.
3. How things should be.
4. What the group is willing to do about it.

Let them know that they'll have about ten minutes to come up with this brief (about 1-2 minute) statement. Explain at the beginning that each group must first select one of their members to be the "spokesperson"-that the others will all help to prepare the statement to be made to the other groups, but the chosen spokesperson will speak for them. Allow them a minute to select the spokesperson. Suggest that in every group there are people with different talents and abilities. In baseball, you can never tell who can hit a home run until someone picks up the bat and tries. So it doesn't matter who is chosen, but the job of the rest of the group is to respect and help their teammates.

When the groups have all nominated their spokespersons, let them know that they'll have ten minutes to come up with a statement following the instructions on Handout #4. Basically, the group will work together to create answers to each of the above questions (1. through 4.). then the spokesperson will deliver the answers to the group as a complete statement while the rest of the group listens and helps the spokesperson to get it right.

When a group feels their spokesperson is ready to effectively deliver their report, the spokesperson goes around to other groups delivering the statement. The job of the host group is to listen constructively and to request clarification. This not a competition, but an opportunity to practice listening to the ideas of others. The job of the spokesperson is to restate the original statement as clearly and understandably as possible, to answer questions, clarify ideas and to represent the wishes of her or his group.

When the spokespersons return to their "home" groups, they debrief about the problems and successes they had, as described in Handout #4.

When they have completed this exercise, all the groups should feel they have a clearer understanding of the problem they've been investigating. They should also be experiencing more confidence in their ability to talk about it so that others can understand. Their next task will be to look more closely at the source(s) of the problem and to design a possible plan for a solution. Distribute Handout #5, which contains the homework for day 3 about creating solutions to problems.

Day 3: Creativity-Managing Solutions

Ask the class to form into their groups. Group members take turns sharing the solutions they thought of when they did their homework. Go over the definition of "possible" so that everyone understands that these solutions don't have to seem "practical", they may even seem "far out". Allow time for each group member to have at least half a minute to tell their solutions to the group. Ask one person in each group to make a list of all the solutions mentioned by everyone in their group.

Next, ask the group to go over the list and separate solutions according to the following criteria: (allow 2 or 3 minutes)

1. Solutions that seem to be things where students themselves could participate.

2. Solutions that seem to be things where their families could participate.

3. Solutions where the entire class or school could make a difference.

4. Solutions that would require action by city government or some other official or organization.

Some solutions could fit in several or all of these categories. For instance, if the problem was litter, action could be taken in every one of the categories.

Ask each group to make a presentation to the class in which they state the problem and list the solutions in each category. Ask that they examine their solutions relative to their own activities, as well as their desires and ambitions for the future-to look into the future to see how, by means of altering their plans or behavior they may solve future problems.

It may take more than one class day to include presentations by every group. If so, the process can be carried over another day if there is time.

When as many of the groups as possible has shared their problems and solutions addressing the entire class, ask students to individually share the possibilities they have seen doing these exercises-especially the things they could be doing that might solve or avoid problems like those they've been looking into.

Ask the class if they'd like to contribute their findings to others in the community. If so, each group could take on a project to create a poster, a letter to the editor or public official or some other form of communication, in which they state who they are, what they see as the problem, and the solutions they are proposing.

Student Practice Guides:

Handout #1

Community at Risk

In the 1989 San Diego KidsPlace Survey, students were asked to "Design the kind of neighborhood that you would build for kids to live in if they lived downtown." In their answers to this question, the issues most frequently mentioned by students were:

Feeling unsafe.
Lack of parks, open space and landscaping in public areas
Homeless people around
Litter
Not enough or recreation centers
Pollution. primarily air, but also water & toxic waste
Presence of gangs and drugs users
Lack of trees, lawns and private yards around homes
Too much traffic and noise pollution
Not much entertainment for young people
Few after-school activities
Few opportunities for more varied educational experiences
No places to turn for help for young people in trouble
Shopping places aren't too friendly to children
Parents need more help for child care
Financial institutions (banks) don't serve young people
Need better employment opportunities for parents

When you leave school today, think about these areas which many young people cited as problems they would like to see solved in their communities.

As you look around, observe your community and see if any of these things are problems for you, too. Some may be, some may not. Perhaps you have noticed other problems.

Talk to a parent, friend, neighbor or other family members about what you have noticed. Ask them if they have noticed things they don't feel are alright with them.

If you don't find anything by just looking around, look on the front page of today's newspaper or watch the 6:00 news and see how you feel about what you find.

When you come to class tomorrow, be prepared to tell about one of the things you noticed and the things people told you about. If you wish, you may bring newspapers or magazines.

Handout #2

Dear Parent:

As part of a new approach to learning about government students in San Diego City Schools are being surveyed each year about how they feel about problems in their communities. The survey is jointly sponsored by the San Diego Mayor's Office, the school district and by a volunteer committee of concerned citizens called, KidsPlace, who are interested in making San Diego a better place for young people to grow up.

Since students are free to say anything they want and address any issues they wish, the survey has provided valuable feedback for community leaders to help them consider issues that affect families and children in developing programs and policy for government.

In the survey process, students often touch on sensitive issues. They have demonstrated concern about the well-being and opportunities available for their parents and other family members, and concern for the general quality of life in the community and our natural environment as well as for themselves.

In this next part of the survey process, young people are being asked to examine their communities more closely than they have before, and to ask others, including parents and neighbors for their opinions about issues that concern them.

Hopefully, they will learn from this that we all have opinions and ideas, and it may take all of our ideas to solve some of the problems our community is facing. Please, support their curiosity and interest and share with them some of the concerns that you have for the community.

If you have any questions, comments or if you'd like to participate more with the school in this or other volunteer projects, please write a note to me on the attached form and drop it in the mail or have the student bring it to class tomorrow.

Yours very truly,

Teacher, principal, etc.

Handout #3

Imagine that you and your group are astronauts who just arrived on Planet Earth. Your job is to look around to see how you might be able to help the Earthmen solve problems. You aren't any smarter or better than the Earthmen. There are only two differences between you and everyone else on the planet:

You are there with a mission-to find a problem and solve it.

The second is that you are part of a team.

The only rules are: 1) you can't let people know you're aliens, you have to fit in and be a regular person; 2) you must obey all local laws and customs of the people; 3) you must treat yourself and your teammates with love and respect and respect the rights of others; 4) you must work together as a team.

The first thing you need to do is to organize your team. You need to get to know each other. So take a minute to go around the group and let each person say who they are, where they live, what they like to do out of school, and anything else they want to.

Next, you must choose one person in the group to be the leader. Someone can volunteer and the group can approve, you can draw straws or appoint the leader by majority rule. The group leader's job is to be in charge of meetings and to know what the rest of the group are doing their part.

It's a good idea to set up a "phone tree". To do this, everyone should write everyone else's name and telephone number so they know how to reach each other. You'll use the phone tree to let the group leader know that the job is getting done or if there is a breakdown. To use the phone tree, you give each person the name of one person to call. If the leader wants to tell the group something, she or he only needs to call one person; that person calls the next person, and so on until everyone is called.

Now that you're a group, your first task is to select a problem to study. You may choose one from the board, or you can choose something else that concerns you. It is up to your group to decide. Don't worry about how "big" or "small" the problem seems. Make sure the problem is one that each person in the group wants to do something about. This may be easy, or it can be difficult, just remember that you're a team.

Today, your homework is going to be to investigate your group's problem. Have each person in the group think up how they are going to investigate. Here are some suggestions about the resources your group might want to consider using:

1. Ask other people what they think. Include a range of people, other students, teachers, parents, neighbors, businesses, whoever seems to be affected by or a part of the problem. Be sure to make notes about what people tell you. Ask them <u>why</u> they think what they think. Make sure you understand them.

2. Make drawings or take pictures of the problem. If you do this, remember Rule #3, to respect the privacy and other rights of others.

3. Ask someone "who knows". For example, if the problem you're addressing is traffic on a dangerous cross-street where there's no traffic control, call someone in the city planning office or talk to the police men and women who work in the neighborhood.

4. Go to the library and look in the newspapers or newsmagazine over the past few days or weeks. Ask the reference librarian to help you, librarians know a lot about how and where to find information and <u>their mission</u> is to help "aliens" like you find out what you need to know to solve problems!

5. Find out what other groups are doing. Someone working on a different problem may have come up with a great idea.

When your group meets again, you will pool the information that has been gathered and work together to make a presentation to the rest of the class about the problem. Remember that your mission is to help solve the problem. Your presentation may be the thing that moves other people to act to change something.

For now, you must do the best you can to get information about the problem. If you're having difficulty, rely on your group to help pull you through. Call your group leader or someone else in the group if you're having trouble getting your job done.

Some people work better by themselves and some people work very well with a partner. If you want to, "buddy up" with someone in your group and work together to do your research. Your group may also want to meet together outside of school and do some research as a team.

The most important thing to remember in the game of research is that <u>you don't know</u>. If you already knew, you wouldn't be looking. The purpose of research is to find out things that you don't know already-to learn something that may help you approach a problem is a new way and find a solution that hadn't been thought of before. This is not something you can fail at. Your job is to look, to ask, to investigate.

Handout #4

Imagine you're on a big airliner and you look out the window and see smoke coming out of one of the engines. You need to let the pilot know about this, right away. What are you going to do?

You're probably going to get someone's attention and let them know what's wrong, using the simplest, most direct, quickest means you can. And it won't even matter if they don't speak your language. In a situation like this, you'll find some way to let them know. In this next exercise, your going to practice talking about the problem you investigated in a way that gets attention and gets the point across.

Each group is going to prepare a verbal report about the problem they've investigated. Remember, this is a team effort! To help you prepare the report, answer the following questions:

1. What is the problem? Start by saying, "the problem our group is working on is:" (Describe it in your own words.)

2. Why is it a problem? Start by saying who this is a problem for and tell what could happen if the problem isn't fixed?

3. How should things be if we didn't have this problem? Start by saying, "without this problem, life would be different here." Tell how things would be different for us if this problem were solved.

4. What can we (the rest of the class) do about this problem? Start by saying, "You can help solve this problem." Tell us what we can do to help and what your group is willing to do to help solve it.

Have one member of your group make a note of the answers as you do this together. These answers will be your report. When you have an answer to each question, the spokesperson of your group will stand up and practice delivering the report just to your group. The rest of the group listens and helps coach the spokesperson to get it just right to your satisfaction.

When your spokesperson is ready, send the spokesperson to visit another group to deliver the statement. When another groups's spokesperson comes to visit your group, listen carefully and try to understand. When the visitor is finished speaking, one person should tell the visitor what they understood and ask the visitor is that is what they meant. This not a competition, but an opportunity to practice listening to the ideas of others.

When your spokesperson returns to your group, ask how they did. Were they successful? Ask them to deliver the statement of the problem one more time, and listen carefully.

Handout #5

Your next task is to look at the source(s) of the problem and to design possible plans and solutions. The source of a problem is the condition which, if you took it away, the problem would disappear as well.

During the rest of the day, and tonight, when you go home, continue to think about the problem. Your homework tonight is to come up with at least three things that might possibly help solve the problem. Use these instructions as a guide. If you get stuck, ask a parent, a classmate or a friend for their advice.

For this exercise, nothing is impossible. Perhaps many things aren't very likely, but remember most things that we take for granted now weren't "possible" when your parents were children. Did you know that 50 years ago, television was an "impossible" dream. 80 years ago most people thought the airplane was a joke. The idea of men walking on the moon was considered by many to be impossible not so long ago. Can you think of other things that might have been thought "impossible" in recent history?

On the back of this paper, you'll see a large circle. Write the name of the problem your group is working with inside the circle. Working by yourself, write down everything you can think about regarding this problem. Don't worry about where on the paper you write. Write all over the paper, all around the circle. You can even draw if you want to. You can write "good" things or "bad" things. Write anything you want to. You will not need to show this paper to anyone if you don't want to.

When you feel that you have nothing more in your head to write down. Turn back to this side of the paper and write:

The 3 things that we can do right now to help solve our group's problem are:

1. _____ .

2. _____ .

3. _____ .

Tomorrow, you'll share your solutions with your group and together, your group will choose some to present to the class. You'll look into the future to see how, by means of altering plans or behavior you may help solve future problems.

Guide to Lesson Plan #2

As in lesson #1, students select a problem from the list of problem areas derived from their responses to the survey. This lesson focuses on creating solutions through a creative planning process involving role-playing.

The class forms project teams of 5 or 6 persons, with each team choosing a leader, a spokesperson and a particular problem area to work on from the list of most frequently mentioned issues.

A separate handout for each group lists names or titles of leaders in the community. The list is different for the handout to each group so that each group works with a different area of influence. Titles in these lists range from Chief of Police to President of the Junior League or Sierra Club. Each team member will play the role of a community leader named on the list. The handouts for each group will also include information about the management area, expertise and resources of the listed leaders.

Examples of leadership areas:

Education; e.g., School Board Member, etc.
Politics/Government; e.g., Mayor, City Manager, etc.
Medicine; e.g., Director of research, Biochem Co., Dr., etc.
Religion; e.g., Priest, rabbi, Father Joe, etc.
Business; e.g., Bank director, building owner, etc.
Industry; e.g., CEO, Iacocca, etc.
Labor
Environmental organizations
Building development
Criminal justice, police, lawyers, etc.
Etc.

Each person in the class may select a persona for the process or the teacher may use a lottery process. Students may choose the persona of a person not on the list. The person chosen must be a local, state or national leader in any field. In this case the student takes responsibility for researching the network of resources available to the personae adopted. In this game, the resources of titles assumed are available to the student who takes on that identity.

(Older students may serve as mentoring aides to assist teachers in lower grade levels. One aide would work with each team or two or three could circulate through the entire class.)

Teachers instruct groups to meet independently to strategize a problem-solving approach to the problem they have selected, following guidelines outlined in project management handouts. These handouts provide students with procedures for

organizing themselves, describing the mission of their project; identifying, measuring and describing a problem, reporting about it and examining and testing hypotheses and proposed solutions.

They next create and adopt a set of rules for working together. Guidelines handouts will suggest useful rules, and teams will be urged to adopt only those rules they really want, with the understanding that they may later change or modify rules. Positive reinforcement is set up to encourage and reward teamwork.

In the next task, each team identifies and describes the problem area they have chosen and determines their goals.

Data handouts will be available with data about each of the problem areas and/or suggestions for places to look for information. Students may have to do some research.

Acting in committee, each team creates a written and graphic expression of the problem they are addressing and their proposed goal (a mission statement).

Pairs of teams next caucus together. The spokesperson of each team delivers a brief and concise report about the problem their team is addressing, and the goals they have set. This report may include graphic descriptions as well as verbal. The listening team members may question the spokesperson at the end of the presentation and make constructive suggestions as to how the presenting team might wish to clarify their statements or modify their goals. Constructive interaction handouts provide tips for constructive listening and critique.

The next task requires that each team discuss among themselves how they will reach their goal(s). Guidelines help them chart the progress of their project and analyze possible negative consequences that may come into being as a side-effect of their problem solving.

In proposing solutions, teams may assume the control of any resources which may be presumed to be at the disposal of the leadership positions represented by the roles played in their group. If their solutions require resources outside the team's own membership, a team's spokesperson may go to another team with a specific request.

A "Media Box" is set up in the middle of the room. At certain times announced by the teacher, any team may use the box to make an announcement to the entire class and request assistance.

Finally, the team is assigned the task of creating a written expression of the solution and the vision of the resulting effect

on the community. The spokesperson from each team then makes an oral presentation to the community (the entire class) about their team's problem, goal(s) and project.

The final task is the preparation by the class of a summary vision of the community with all of the problems undertaken solved, and an analysis of what problems beyond the local community they might like to address in the same manner.

Guide to Lesson Plan #3

The design elements of community planning provide the framework for this lesson. Lessons #1 or #2 could be a prerequisite.

In this lesson classes build models of the neighborhoods where they go to school. The models produced will express how students see their community, the school and the relationship between them. The models may take the form of written works, graphics or three dimensional art.

The first model students will create describes things as they are. To do this, they'll take field trips, making notes, drawings and photographs. Audio and video production would be a useful medium for this model. In the process of developing their models, students will hear the critiques of their peers in classroom presentations of their ideas.

The second model will depicts things as they will become, based on their observations of current trends. The development process also includes classroom discussions in which students will discuss future trends.

The third model depicts the outcome if a recommended course of action is taken. In this exercise, students will envision changes.

The geographic area that is modeled includes a radius around each school that takes in several neighborhoods in the sphere of influence of the school.

The modeling may include written and statistical information, but it should also have a graphic component, involve performance art, video or photography. The optimum 3rd model will be 3-dimensional.

3-dimensional or graphic models from each school may be displayed in public places, businesses or in an exhibit which included them all called "Possible Futures".

Other Suggested Handouts and Guidelines, 1989-90

1. Data sheets re problem areas.

Personal safety: Data will include;

- Statistics from survey
- Current police statistics about crime
- Names and phone numbers for information about crime
- Organizations and programs

Parks, open space and landscaping in public areas

- Data from survey
- Information about park locations and facilities
- Names of organization for volunteer work

Homeless people

- Data from survey
- Statistics about homelessness
- Names & locations of organizations for volunteer work

Litter

- Data from survey
- Data about recycling

Recreation centers

- Data from survey
- Data about rec centers
- Contact information for park and rec
- Job and volunteer information

Pollution, primarily air, but also water & toxic waste

- Data from survey
- Data about air and water quality
- Sources of information
- Organizations responsible for the environment
- Advocacy organizations
- Lifestyle information

Gangs and drugs

- Data from survey
- Data about extent of problem
- Information about community organizations

And so on, regarding each item on the list of issues.

2. Handouts identifying names, roles and information about community leaders for Lesson #2.

3. Handouts re teamwork and group organization.

4. Handouts re critical listening and constructive criticism.

5. Handouts re project planning.

6. Handouts re writing a mission statement.

7. Handouts re preparing reports and making verbal and graphic presentations.

8. Handouts re creating video programs

History of The San Diego KidsPlace Survey

In 1987, as a member of a committee which formed to advise San Diego Mayor Maureen O'Connor, I began to conduct a survey that would help focus the community on needs of children. This survey was designed to be a tool for creating interest in the needs of young people as well as involving them in taking an active part in community affairs.

Assisted by a core group of 6 key volunteers, I drew together the resources of the San Diego Mayor's office, San Diego State University Social Science Research Laboratory, San Diego Unified Schools and representatives of many local organizations concerned with children to help design and conduct the San Diego KidsPlace Survey that was conducted in the Spring of 1988. More than 11,000 children of all ages participated. School teachers and administrators gave personal time along with other volunteers to give young people the opportunity to voice their feelings about the community. The local media and press received the survey, Mayor-for-a-Day contest and "KidsDay" celebration with enthusiasm; "KidsPlace" was launched and Mayor O'Connor was moved to dedicate her next year in office (1989) as "The Year of the Child". Her administration now supports many new programs for youth, children and families. Recently, she committed the net receipts from the San Diego Soviet Arts Festival to fund youth programs.

In the Fall of 1988, I began to organize the 1989 Survey. Local organizations, including the local chapter of the AIA, the Center City Development Corporation, many downtown businesses, the City Planning Department and the City Architect were among those who assisted. School administrators were now aware of the survey's value in rewarding creative ideas of young people. The depth and sincerity of more than 15,000 responses to the 1989 survey showed that young people had put much thought into their statements. On the day when the young Mayor-for-a-day presided over the City Council, the council chambers, adjacent corridors and every room on the 12th floor of city hall overflowed with young visitors, their teachers and their parents. In 1989, KidsPlace celebrated the event with a week-long celebration for children and youth in which more than 140 community organizations participated. Highlights included a children's art exhibit at galleries and museums, a parade and a children's music festival.

In 1990, I've focused on expanding participation and deepening the impact by creating materials that others in the community can use to support young people in being a part of community decisions and affairs. This has included lesson plans to educate and encourage students to develop their creative skills to provide constructive solutions for problems in the community, as they perceive them.

—Michael Wain 2/90

APPENDIX A: 1990 survey forms

Office of the Mayor

KIDSPLACE SURVEY

about San Diego

Your ideas about our city are important.

We'd like to work together with you to make San Diego a great place to live. We want to know more about how you spend your time when you're not in school. Answer the questions as well as you can.

USE A PENCIL AND MARK THE BUBBLES LIKE THIS: ●

1. **MARK THE BUBBLE NEXT TO LETTER ON THE MAP WHERE YOU LIVE:**
   A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○ I ○ J

2. **MARK THE BUBBLE NEXT TO YOUR AGE:** ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○ 13 ○ 14

3. **ARE YOU:** ○ Male ○ Female

4. **MANY YOUNG PEOPLE HAVE TOLD US THEY WATCH TV AFTER SCHOOL. IS THIS USUALLY TRUE FOR YOU?** ○ Yes ○ No

5. **HOW MUCH TIME DO YOU SPEND WATCHING TV EACH DAY?**
   ○ Less than 1 hour ○ 1 hour or more ○ 2 hours ○ 3 hours ○ More than 4 hours ○ Not at all

6. **MY FAVORITE TV SHOWS ARE: (you may mark up to 3)**
   ○ Cartoons ○ Rental videos ○ Sports ○ News programs ○ Other
   ○ Old movies ○ Sitcoms (Cosby, etc.) ○ Music videos ○ Made for TV movies

Turn the page over to finish the survey

BEST COPY AVAILABLE

7. **WOULD YOU LIKE TO HAVE TV NEWS PROGRAMS MADE ESPECIALLY FOR YOUNG PEOPLE IN SCHOOL CLASSES?**
Yes No

8. **WHAT IS YOUR OPINION ABOUT TV COMMERCIALS? (mark every answer that is true for you)**
I don't pay any attention to them I like watching most commercials I often turn the sound down or off
I like to watch commercials but don't/can't buy things I see I'd buy many things advertised if I could afford to

9. **WHAT TYPES OF ACTIVITIES WOULD YOU MOST LIKE TO DO WHEN YOU'RE NOT IN SCHOOL? (you may mark up to 3 in each category)**

Team Sports:	Baseball	Soccer	Wrestling	Basketball	Swimming	Track & Field	
	T-Ball	Football	Volleyball	Lacrosse	Hockey	Other	
Individual Sports:	Tennis	Fencing	Racquetball	Skating	Swimming		
	Handball	Golf	Skateboarding	Weightlifting	Surfing		
	Jogging	Bicycling	Martial Arts	Track	Other		
Arts:	Drawing	Drama	Fiber/Textiles	Photography	Sculpting	Other	
	Music	Painting	Dance	Ceramics	Calligraphy		
Games:	Nintendo	Checkers	Video games	Board games	Chess	Cards	Go	Other
Crafts:	Sewing	Cooking	Pottery	Drafting	Model building	Jewelry making	
	Knitting	Decorating	Auto repair	Crocheting	Stained glass	Wood/metal working	
Technology:	Graphics	Computers	Music (Midi)	Computer games	Video graphics	Other	
Jobs:	Childcare	Yardwork	Paper delivery	Housepainting	Help family/parents	Other	
Volunteering:	Tutoring	Charity fundraising	Neighborhood cleanups	Library assistant		
	Helping elderly	Helping homeless	Walk-a-thons	Other		

10. **DOES LACK OF TRANSPORTATION PREVENT YOU FROM PARTICIPATING IN ANY OF THE ABOVE ACTIVITIES?**
Yes No

11. **IN MY FREE TIME (not in school),**

I READ: (mark as many as you read)	Magazines	Poetry	Comics	Hobby books	Non-fiction
	Fiction	Newspapers	Science fiction	Short stories	Other

I LISTEN TO: (mark as many as you listen to) AM radio FM radio Stereo tapes/CD's

I WRITE: (mark as many as you write)	Letters	Stories	I don't like to write
	Diaries	Journalism	Other

12. **WHERE DO YOU PLAY/SOCIALIZE MOST WITH YOUR FRIENDS? (mark 3)**

Restaurant	The street	Park	Skating rink	Neighbor's home/yard	Other
Library	Vacant lot	Church	Own home/yard	Someone else's home/yard	

13. **YOUNG PEOPLE HAVE SAID THAT THERE IS OFTEN NO ONE HOME WHEN THEY COME HOME FROM SCHOOL. IS THIS TRUE FOR YOU?** Yes No

14. **IF YOU MARKED "YES", WHERE DO YOU GO UNTIL SOMEONE COMES HOME?**

Restaurant	The street	Park	Skating rink	Neighbor's home/yard	Other
Library	Vacant lot	Church	Own home/yard	Someone else's home/yard	

15. **WHICH RECREATIONAL FACILITIES (NOT SCHOOL) ARE AVAILABLE IN YOUR NEIGHBORHOOD?**
Library Beach Park None Public school Recreation center Athletic fields Other

16. **HOW OFTEN DO YOU USE THE NON-SCHOOL RECREATION FACILITIES IN YOUR NEIGHBORHOOD?**
Everyday 1-2 times per week Seldom Never

17. **HOW DO YOU FEEL ABOUT THE NON-SCHOOL RECREATION FACILITIES IN YOUR NEIGHBORHOOD?**

They're great	I don't feel safe there	There are none	Not enough people my age there
They're OK	My parents don't let me go	I don't like the activities	Need more things to do

18. **ARE THERE SCHOOL RECREATIONAL FACILITIES AVAILABLE IN YOUR NEIGHBORHOOD THAT YOU CAN USE WHEN SCHOOL IS OUT?** Yes No

19. **MANY YOUNG PEOPLE TOLD US THEY WANTED MORE FIELD TRIPS AT SCHOOL. DO THESE FIELD TRIPS INTEREST YOU? (mark 3)**

Government offices	Nature preserves	Train/trolley rides	Industry/business
Professional sports	Museums	Beach	Plays/concerts
Zoos/Sea World	Military facilities	Science centers	Other

Office of the Mayor

YOUTH SURVEY about San Diego

Your ideas about our city are important.

We'd like to work together with you to make San Diego a great place to live. We want to know more about how you spend your time when you're not in school. Answer the questions as well as you can.

USE A PENCIL AND MARK THE BUBBLES LIKE THIS: ●

1. MARK THE BUBBLE NEXT TO LETTER ON THE MAP WHERE YOU LIVE:
   A · B · C · D · E · F · G · H · I · J

2. MARK THE BUBBLE NEXT TO YOUR AGE: · 12 · 13 · 14 · 15 · 16 · 17 · 18

3. ARE YOU: · Male · Female

4. MANY YOUNG PEOPLE HAVE TOLD US THEY WATCH TV AFTER SCHOOL.
   IS THIS USUALLY TRUE FOR YOU? · Yes · No

5. HOW MUCH TIME DO YOU SPEND WATCHING TV EACH DAY?
   Less than 1 hour · 1 hour or more · 2 hours · 3 hours · More than 4 hours · Not at all

6. MY FAVORITE TV SHOWS ARE: (you may mark up to 3)
   · Cartoons · Rental videos · Sports · News programs · Other
   Old movies · Sitcoms (Cosby, etc.) · Music videos · Made for TV movies

Turn the page over to finish the survey

BEST COPY AVAILABLE

7. **WOULD YOU LIKE TO HAVE TV NEWS PROGRAMS MADE ESPECIALLY FOR YOUNG PEOPLE IN SCHOOL CLASSES?**
Yes No

8. **WHAT IS YOUR OPINION ABOUT TV COMMERCIALS? (mark every answer that is true for you)**
I don't pay any attention to them I like watching most commercials I often turn the sound down or off
I like to watch commercials but don't/can't buy things I see I'd buy many things advertised if I could afford to

9. **WHAT TYPES OF ACTIVITIES WOULD YOU MOST LIKE TO DO WHEN YOU'RE NOT IN SCHOOL?**
(you may mark up to 3 in each category)

Team Sports:	Baseball	Soccer	Wrestling	Basketball	Swimming	Track & Field
	T-Ball	Football	Volleyball	Lacrosse	Hockey	Other
Individual Sports:	Tennis	Fencing	Racquetball	Skating	Swimming	
	Handball	Golf	Skateboarding	Weightlifting	Surfing	
	Jogging	Bicycling	Martial Arts	Track	Other	
Arts:	Drawing	Drama	Fiber/Textiles	Photography	Sculpting	Other
	Music	Painting	Dance	Ceramics	Calligraphy	
Games:	Nintendo	Checkers	Video games	Board games	Chess	Cards Go Other
Crafts:	Sewing	Cooking	Pottery	Drafting	Model building	Jewelry making
	Knitting	Decorating	Auto repair	Crocheting	Stained glass	Wood/metal working
Technology:	Graphics	Computers	Music (Midi)	Computer games	Video graphics	Other
Jobs:	Childcare	Yardwork	Paper delivery	Housepainting	Help family/parents	Other
Volunteering:	Tutoring	Charity fundraising	Neighborhood cleanups	Library assistant		
	Helping elderly	Helping homeless	Walk-a-thons	Other		

10. **WOULD LACK OF TRANSPORTATION PREVENT YOU FROM PARTICIPATING IN ANY OF THE ABOVE ACTIVITIES?**
Yes No

11. **DO YOU THINK HIGH SCHOOL STUDENTS SHOULD BE REQUIRED TO DO A CERTAIN AMOUNT OF COMMUNITY SERVICE VOLUNTEER WORK IN ORDER TO GRADUATE FROM HIGH SCHOOL?** Yes No

IF YOU MARKED "YES", HOW MANY TOTAL HOURS SHOULD YOU HAVE TO WORK TO GRADUATE?
25 50 100 150 More
HOW MANY HOURS PER WEEK WOULD YOU BE WILLING TO VOLUNTEER?
2-4 4-6 6-8 8-10 10-12 12-14 14-16 16-20

12. **IN MY FREE TIME (not in school),**

I READ: (mark as many as you read)	Magazines	Poetry	Science fiction	Hobby books	Non-fiction
	Fiction	Comics	Newspapers	Short stories	Other
I LISTEN TO: (mark as many as you listen to)	AM radio	FM radio	Stereo tapes/CD's		
I WRITE: (mark as many as you write)	Letters	Stories	I don't like to write		
	Diaries	Journalism	Other		

13. **WHERE DO YOU SOCIALIZE MOST WITH YOUR FRIENDS? (mark 3)**

Restaurant	The street	Park	Skating rink	Neighbor's home/yard	Other
Library	Vacant lot	Church	Own home/yard	Someone else's home/yard	

14. **YOUNG PEOPLE HAVE SAID THAT THERE IS OFTEN NO ONE HOME WHEN THEY COME HOME FROM SCHOOL. IS THIS TRUE FOR YOU?** Yes No

15. **IF YOU MARKED "YES", WHERE DO YOU GO UNTIL SOMEONE COMES HOME?**

Library	Restaurant	Park	Own home/yard	Neighbor's home/yard	Other
Vacant lot	The street	Church	Skating rink	Someone else's home/yard	

16. **WHICH RECREATIONAL FACILITIES (NOT SCHOOL) ARE AVAILABLE IN YOUR NEIGHBORHOOD?**
Library Beach Park None Public school Recreation center Athletic fields Other

17. **HOW OFTEN DO YOU USE THE NON-SCHOOL RECREATION FACILITIES IN YOUR NEIGHBORHOOD?**
Everyday 1-2 times per week Seldom Never

18. **HOW DO YOU FEEL ABOUT THE NON-SCHOOL RECREATION FACILITIES IN YOUR NEIGHBORHOOD?**

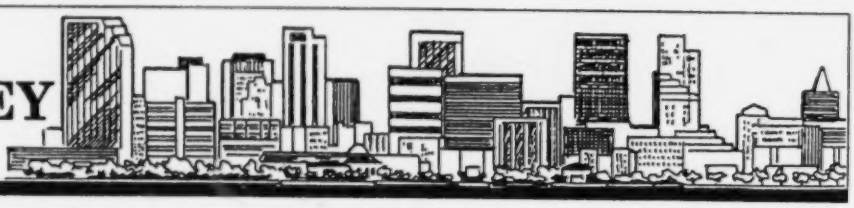
They're great	I don't feel safe there	There are none	Not enough people my age there
They're OK	My parents don't let me go	I don't like the activities	Need more things to do

19. **ARE THERE SCHOOL RECREATIONAL FACILITIES AVAILABLE IN YOUR NEIGHBORHOOD THAT YOU CAN USE WHEN SCHOOL IS OUT?** Yes No

20. **MANY YOUNG PEOPLE TOLD US THEY WANTED MORE FIELD TRIPS AT SCHOOL. DO THESE FIELD TRIPS INTEREST YOU? (mark 3)**

Government offices	Nature preserves	Train/trolley rides	Industry/business	
Professional sports	Museums	Beach	Plays/concerts	
Zoos/Sea World	Military facilities	Science centers	Other	

Office of the Mayor
YOUTH SURVEY
about San Diego



KidsPlace

December 5, 1989

Dear Student:

For the past four years, with the help of San Diego State University, the San Diego Unified School District, and the KidsPlace Committee, I have been asking the young people in our city questions about San Diego. In order to accomplish this, each year the KidsPlace Committee has developed and organized a survey which has been distributed to the youth of San Diego.

This year's survey is different from any we have ever done. It is part of the Social Studies curriculum, so some of your classes will be organized around the survey. Your answers to the survey questions will help the leaders of our community make San Diego a better place.

The questions are easy to answer. Please give your honest opinions. There are no right or wrong answers. The best answers will describe what you really think.

The KidsPlace Survey involves a survey and an essay question. There are two sheets. One sheet is the survey. Fill this out according to the instructions. You do not have to sign your name. With the other sheet you may participate in a contest; the author of the best answer will be considered for "Mayor for the Week" in San Diego during Youth Month 1990 in April. Please sign your name on this sheet if you want to enter the contest.

Sincerely,

Maureen O'Connor
Mayor

MOC/LSU:cp

Attachment: KidsPlace Survey

Y-_ 2

c/o The Mayor's Office City of San Diego 202 C Street San Diego, CA 92101 (619) 236-6330

Printing courtesy of Sea World, Jefferson Institute

TO ENTER THE MAYOR-FOR-A-WEEK CONTEST, WRITE AN ANSWER TO THIS QUESTION:

In your own words, describe the perfect out-of-school program for young people.

PLEASE PRINT

First Name: _____ *Last Name:* _____

School: _____ *Grade:* _____ *Age:* _____ *Female:* _____ *Male:* _____

The name of the neighborhood where I live is: _____

APPENDIX B: 1989 press clippings

NEWS LAURA WALCHER PUBLIC RELATIONS
2827 Presidio Drive, Suite B, San Diego, CA 92110 • (619) 298-4114

March 23, 1989
Contact: Laura Walcher/Lisa Wikstrom
(619) 298-4114

FOR IMMEDIATE RELEASE

KIDSWEEK SCHEDULED FOR APRIL 22-30

More than 100 events have been scheduled by 35 San Diego organizations for KidsWeek, a citywide celebration of youth, to be held April 22-30.

The week-long celebration, packed with entertainment and cultural activities, has been organized by the Mayor's KidsPlace committee, a volunteer-based group headed by George Driver of the Robert Driver Company, and dedicated to enhancing the city in the eyes of children.

The event supports Mayor Maureen O'Connor's proclaimed "Year of the Child" during her recent State of the City address.

KidsWeek will involve the participation of many cultural organizations and recreational facilities as well as commercial interests in San Diego.

"A Day of Play at the Bay," sponsored by B-100, will officially kick-off KidsWeek noon on Saturday, April 22 at the Old Ferry Landing in Coronado. Sesame Street's Cookie Monster, along with other Sesame Street characters, will be on hand to delight children of all ages.

Other events include KYXY Radio sponsored Art Walk April 22-23 downtown, "Mayor for the Day" with a 2 p.m. City Council meeting on April 24 and the San Diego International Children's Festival in Balboa Park April 26-30.

--more--

making San Diego a safe, accessible and culturally enriching place for children," said Driver.

During the weeks prior to KidsWeek, KidsPlace will conduct its second annual survey of San Diego young people. The survey, designed in conjunction with the American Institute of Architects, San Diego City Schools and the San Diego State University Social Studies Research Laboratory, has been distributed to 70,000 students in grades 4 through 12. Results of the survey will help community leaders design and improve the community for children.

"If we, as adults, wish to improve San Diego for our young people, we must first look at the city through their eyes. This survey is designed to give us that perspective," said O'Connor.

Those who complete the survey will also be entered in the "Mayor-for-a-Day" contest. Students will be asked to describe the kind of neighborhood that they would build for kids to live in if they lived downtown. The student with the most innovative suggestion will serve as acting Mayor of San Diego and preside over a number of special events during the week including participating in a City Council meeting.

KidsPlace is jointly sponsored by Mayor O'Connor, the Jefferson Institute, San Diego City Schools and many other local organizations.

Organizations interested in participating in KidsWeek should contact Lynn Sharpe-Underwood, Office of the Mayor, 202 C Street, San Diego, CA 92101 or call 236-6330. The deadline for KidsWeek participation forms is March 15th.

58

NEWS RELEASE

FROM THE OFFICE OF MAYOR MAUREEN O'CONNOR

CONTACT PAUL DOWNEY
(619) 236-6330

RELEASE NUMBER: 89-3
DATE: February 22, 1989
RELEASE: Immediately

MAYOR ANNOUNCES KIDSWEEK 1989

KidsWeek, a week-long series of events designed to enhance San Diego in the eyes of children begins April 22nd. The festivities will include the opportunity for a young person to assist Mayor O'Connor with her duties as "Mayor for a Day."

"KidsWeek is our gift to San Diego's young people. Events scheduled for the week are designed not only to entertain but also educate," said O'Connor, who has proclaimed 1989 to be "Year of the Child."

KidsWeek is being organized by the Mayor's KidsPlace committee, a volunteer group headed by George Driver. The events will involve the participation of many cultural and recreational organizations and businesses including: the Children's Museum, Art Walk, Gaslamp Quarter, Horton Plaza, Children's Hospital, Omni Hotel, San Diego Harbor Excursions, Seaport Village, San Diego County Girl Scouts and Vista Hill Foundation. The week's activities will also include the San Diego International Children's Festival which will be held April 26-30 and includes an exciting array of shows and hands-on activities.

"We hope KidsWeek will engage the entire community in

Contact: Laura Walcher/Lisa Wikstrom
(619) 298-4114

"MAYOR-FOR-THE-DAY"
SCHEDULE FOR APRIL 24

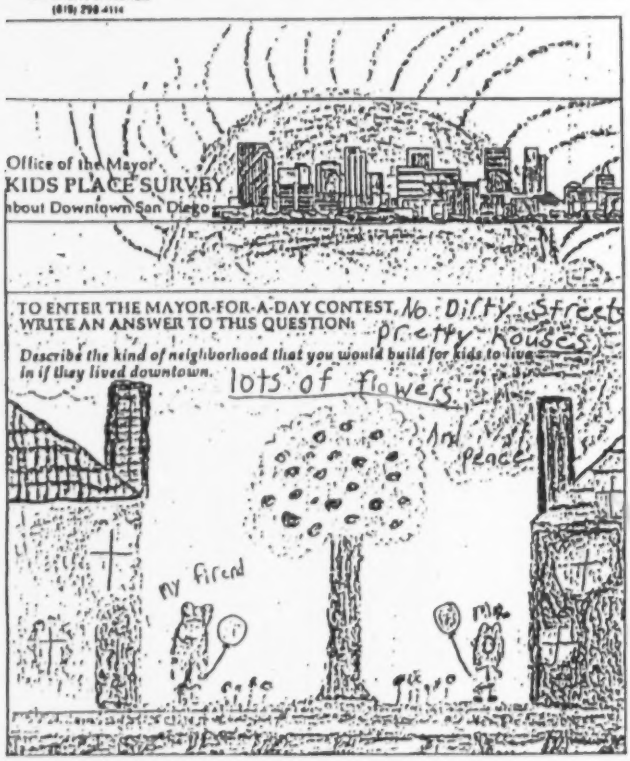
APRIL 24

8:30 a.m.	Meet with Mayoral staff and review the day's schedule. Mayor's office.
9:00 a.m.	Meet with City Manager John Lockwood. City Hall, 9th floor.
9:30 a.m.	Meet with Robert Spaulding in the Planning Department. City Hall, 4th floor.
10:00 a.m.	Tour of the Police Department. (1400 Broadway)
11:00 a.m.	Participate in Rule Out Drugs -- a City and County schools event in Balboa Park -- working with Officer Ed Zitter who is involved in the DARE Program. Balboa Park.
Noon	Chamber of Commerce luncheon. Sheraton East, Champagne Room.
1:30 p.m.	Meeting with Mayor O'Connor. City Hall.
2:00 p.m.	City Council meeting. Giving of gifts to "Mayor-for-the-Day" semi-finalists. City Hall.
4:30 p.m.	Mayor for the Day's ad hoc Business and Professional Advisory Board. Mayor's Conference Room, 11th floor.

SUBJECT TO CHANGE

# # #

CARLSEN / WALCHER
(619) 298-4114


Office of the Mayor
KIDS PLACE SURVEY
about Downtown San Diego
TO ENTER THE MAYOR-FOR-A-DAY CONTEST, WRITE AN ANSWER TO THIS QUESTION:
Describe the kind of neighborhood that you would build for kids to live in if they lived downtown.
No Dirty Streets
pretty houses
lots of flowers
And peace
my Friend

Above, Melissa Sack, 10, opted for a San Diego with clean streets, while Heather Emblem, 11, pictured a fun city, right.

KIDS' CONCERNS

A safer, more-caring San Diego is at top of children's wish list

By Barbara Fitzsimmons
Staff Writer

"I would like a cleaner city and a home for the homeless," wrote 9-year-old Pablo Martinez of Paradise Hills. "I would like a better downtown with green grass, parks and tall trees."

"I would like a neighborhood with a low death and crime rate where there would be no gang violence," wrote Kiesha Bey, 12, of Southeast San Diego. "All people, no matter what race, age or sex, would not be discriminated against."

"The kind of neighborhood I would build would help poor and neglected kids," wrote Victoria Smith, 11, of Point Loma. "It would be a giant park with lots of flowers and trees. It would be a place where you can have fun without drugs or alcohol."

And so the responses went when Mayor O'Connor and a community group called Kids Place asked the children of San Diego what they would do to make the city a better place to live.

Between last December, when the survey was first distributed to public schools throughout the city, and last week's deadline, more than 10,000 youngsters answered — both with colorful drawings and brief, often poignant, essays.

A sampling of the results will be presented to the City Council next week as part of the city's annual KidsWeek celebration. In addition, the student named as the top entrant will get to play mayor for a day.

"Please, no drunk people or smokers to make the neighborhood safe for kids," wrote 9-year-old Annie Pruitt of San Diego. "With sidewalks on every street in the neighborhood."

"I would build a shopping mall for poor kids and homeless people where you can get clothes for 50 cents or less if you show your poor person I.D.," wrote Bill Smouse of South Park. "I'd build a snack bar with free food."

The survey was designed by the local chapter of the American Institute of Architects with help from city schools' staff. It included both the main essay question about how to improve San Diego and several pages of multiple-choice questions on local children's likes, dislikes and activities. (See chart).

"What the kids of San Diego have to say can influence the way the community is developed," said Michael Winn, a Kids Place coordinator. "We found that many kids don't know how the world works. They don't realize that they can make a difference."

Winn and other members of Kids Place — a child advocacy group founded by Mayor O'Connor three years ago — scanned all of the survey responses and tabulated the most frequently recurring themes.

At the top of the list was fear.

"Kids have a concern for safety, usually expressed as a fear of being kidnaped or assaulted," Winn said.

Second was a desire for more parks and playgrounds.

Third was concern about the city's homeless population, expressed both as fear of the homeless

■ KidsWeek events — F-3

See Survey on Page F-3

Poll draws childhood lifestyles

Here are some of the answers to the Kids Place survey. Some percentages add up to more than 100 because the children were allowed to check more than one answer.

In what kind of home do you live?
House: 75
Apartment: 17
Condo: 5
Other: 3

How do you get to school?
Car: 53
Walk/bike: 39
School bus: 13
Public bus/trolley: 3

Your favorite subject:
Art: 32
Math: 29
Physical education: 27
Science: 19
English: 18
Other: 15
Social studies: 12
Writing: 11
Foreign languages: 8
Literature: 8

Do you have an opportunity to participate in activities such as:
Sports: 58
Computers: 47
Field trips: 39
Arts: 35
Music: 34
Dance: 28
Visits to museums: 23
Crafts: 21
Drama: 18
TV & filmmaking: 16
Photography: 15
Scouting: 13

Which activities would you most like to have at your school?
Field trips: 44
Sports: 36
TV & filmmaking: 31
Dance: 28
Computers: 23
Music: 22
Arts: 21
Photography: 20
Visits to museums: 17
Drama: 15
Crafts: 15
Scouting: 9

Where do you go most often right after school?
Home: 61
Meet with my friends somewhere: 21
Part-time job: 9
Stay at school: 7
Day care: 1

Check the activities you do after school (not including homework)
Doing things with my friends: 84
Watch TV: 55
Sports: 36
Part-time work: 16
Art, music or dance lessons: 12
Clubs or church programs: 8
After school programs: 8
Tutoring: 4
Martial arts programs: 4

Who is at home when you come home from school?
Mom or Dad: 62
No one: 29
Little sister/brother: 22
Older sister/brother: 20
Grandparent: 8
Other relative: 7
Sitter: 4

Which would you most enjoy?
Be with my friends: 59
Beach: 48
Movies: 47
Shopping: 29
Sports: 29
Go to the mall: 26
Concerts: 25
Video arcade: 23
Part-time job: 19
Zoo: 14
Stay home: 13
Museum: 10
Library: 8
Beach, pet: 8

Does either your mom or your dad work in the downtown area?
No: 75
Yes: 25

Have you ever been downtown?
Yes: 94
No: 6

Is downtown a good place for young people to live?
No: 23
Yes: 12

Which three things would you like to have in your neighborhood?
Movies and stores: 58
Interesting places to go: 53
Lots of entertainment: 47
Having more people my age around: 43
Place to take my friends: 37
Good places to eat: 34
A bus that could take me to many different places: 16
Living in a high-rise building: 6
If you lived downtown, what wouldn't you like?
Homeless people: 72
Dirty streets: 70
Noise: 53
Traffic: 55
Strangers: 51
Crowds: 48
No trees or grass: 44

BEST COPY AVAILABLE

CARPENER / WALCHER
(619) 238-4114

KIDSWEEK FESTIVITIES BEGIN TODAY

San Diego's annual KidsWeek festivities begin today. The following is a list of some of the activities planned:

Today

- Official kick-off, "A Day of Play at the Bay" from 12 to 4 p.m. aboard the Coronado ferry. Ride the ferry with the Cookie Monster and other characters. Board either at the foot of Broadway downtown or at the Old Ferry Landing in Coronado. Tickets, $1.50.
- Also from 12 to 4 p.m., children's activities at Horton Plaza will include folk dancing, face painting and storytelling.
- "Sleeping Beauty" will be presented by San Diego Junior Theatre at 2 p.m. at the Casa del Prado Theatre in Balboa Park.

Sunday

- Children will paint pictures to send to congressional representatives to encourage national action for better child care at the Marketplace at the Grove shopping center, Highway 94 and College Avenue. From 10 a.m. to 4 p.m.
- The police department will hold an open house and guided tours from 9 a.m. to 2 p.m. at their station at 9265 Aero Dr.

Monday

- A clown-costume contest for ages 8 to 12, from 3 to 5 p.m. at the Cadman Recreation Center, 4280 Avati Dr.
- A kite contest, from 3:30 to 5 p.m. at the North Clairemont Recreation Center, 4421 Bannock Ave.

Tuesday

- Bingo for ages 6 to 13, 3:30 to 5 p.m. at the North Clairemont Recreation Center.
- A "Crafty Cooking Class" from 4 to 5 p.m. at La Jolla Recreation Center, 615 Prospect St.

Wednesday

- The International Children's Festival begins in Balboa Park. The festival will run through Sunday and include a wide range of activities, from puppet shows to concerts.

Thursday

- Crafts Day at the Pacific Beach Recreation Center.
- Bingo all day at the Cabrillo Recreation Center, 3051 Canon St.

Friday

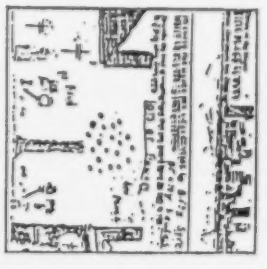
- Games and refreshments all day at the Ocean Beach Park and Recreation Center, 4725 Santa Monica Ave.
- Scavenger hunt for children 5 to 14 at Cadman Recreation Center.

Saturday

- Children's Hospital Funtastic Fair with Olympic medalist Jackie Joyner-Kersee at the Del Mar Fairgrounds, 7:30 a.m. to 4 p.m.
- Free admission to the Natural History Museum for those 18 and under.

Sunday

- Free tour of the Old Globe Theatre for fourth-graders and older at 11 a.m.
- Fiesta Celebration kicks off at the Children's Museum of San Diego, located in the La Jolla Village Square shopping center.



SD Union
4/22/89

Survey——

Continued from F-1

and a desire to do something about the problem. Fourth, a desire for cleaner streets; fifth, a hope for more recreational facilities; sixth, worry about air pollution; and seventh, fear of gangs and drugs.

"Our children are not screaming because they don't have enough to do," said Winn. "They're saying they don't feel safe."

Nine-year-old A.J. Magana of Pacific Beach reflected that feeling in his essay.

"I would make a security system from strangers," he wrote. "I would make it safe because children are people too."

Thirteen-year-old Trung Binh of East San Diego asked for "a nice neighborhood that is not prejudiced. Safe enough that I can walk home from school and not end up in the hospital."

Nine-year-old Vanessa Whitley of San Carlos may have put it the most succinctly, however. Her essay consisted of two sentences: "A clean nice neighborhood. A good amount of food."

BEST COPY AVAILABLE

TRIBUNE 4/25/89

CAPENER / WALCHER
(619) 298-4114

Crowd was too big, 'Mayor fo

By Susan Shroder
Tribune Staff Writer

Some children who were semifinalists in the "Mayor for a Day" program were upset as were their parents and teachers, by the unexpectedly large turnout at a San Diego City Council meeting where they were honored yesterday.

The problem was that the program succeeded in drawing a far larger crowd than expected, said Lynn Sharpe-Underwood, the mayor's community outreach director. About 300 people were expected to attend, but more than twice that number of kids, parents and teachers showed up at City Hall, she said.

The turnout was good news for organizers of the program, but disappointing for some participants who could not get into the packed council chamber, where Mayor O'Connor asked the finalists and semifinalists to stand and be recognized.

"We didn't expect this many people," Sharpe-Underwood said. "We had R.S.V.P.s from about 300. We were stunned — happily stunned."

She apologized to those unable to get into the 12th-floor chamber.

The picture was dramatically different, however, later in the day, when students from six area high schools made presentations to the council as part of the "Government in Motion" program, sponsored by the San Diego Junior Chamber of Commerce. By the time the last high school finished, about a dozen people were left in the chamber.

For the earlier event, the chamber's seats and aisles and the 12th-floor hallways were packed with young children, parents and teachers. A television monitor was set up in a nearby committee room so the overflow crowd could watch as O'Connor honored the 10 finalists and more than 200 semifinalists out of 10,000 students who wrote essays for the "Mayor for a Day" contest, part of this year's "KidsWeek" events.

The mayor has proclaimed 1989 the "Year of the Child" in San Diego. The contest, in conjunction with a survey of children's concerns, was organized by KidsPlace, a child-advocacy group founded by O'Connor three years ago.

The winning essay was written by Sabina Sood, 11, daughter of Parveen and Indu Sood of Kearny Mesa. Sabina chaired the beginning of yesterday's council meeting with O'Connor. Sabina's father is a planner-architect with the Austin-Hansen-Fehlman Group.

Among those disappointed with yesterday's program were Andy Olson, 11, a "Mayor for a Day" semifinalist from Deportola Middle School, and his mother, Madelyn. Both said they had hoped the semifinalists would be able to meet O'Con-

r a Day' candidates proclaim

nor.

A teacher who had three semifinalists in her sixth-grade class said she was disappointed that the room was not large enough to accommodate everyone. She asked that her name not be used.

At a reception in the room with the television monitor, the semifinalists were given "KidsWeek" T-shirts, candy and pins. Sharpe-Underwood said they will receive proclamations signed by Sabina and O'Connor.

As part of her day, Sabina toured police headquarters and attended a Chamber of Commerce luncheon with Gov. Deukmejian. At the luncheon, she presented an award to author Ted Geisel of La Jolla, also known as Dr. Seuss.

Students from the six participating high schools studied an issue and made recommendations to the council yesterday.

NEWS LAURA WALCHER PUBLIC RELATIONS
2827 Presidio Drive, Suite B, San Diego, CA 92110 • (619) 298-4114

April 19, 1989
Contact: Laura Walcher/Lisa Wikstrom (619) 298-4114

FOR IMMEDIATE RELEASE

SIXTH GRADER FROM MASON ELEMENTARY TO BE MAYOR FOR A DAY

On April 24, San Diego will have a new mayor -- for the day that is!

Sabina Sood, a 6th-grader from Mason Elementary School in Mira Mesa, will reign as "Mayor-for-the-day," on the basis of an essay she penned for the KidsPlace survey.

Sabina's response to the type of downtown neighborhood she would build for kids was judged to be the most visionary: "My major goal is to create less polluted, less traffic hazardous (sic), less noisy, and less crime ridden place in downtown."

On Monday, Sabina will begin her tenure as mayor with a morning staff meeting at the Mayor's office. The 11-year-old will then participate in a variety of civic functions, accompanying Mayor O'Connor to a full-slate of meetings and appointments. A highlight of Sabina'a jam-packed agenda will be a City Council Meeting at 2 p.m., which she will help chair.

More than 10,000 San Diego schoolchildren responded to the essay question, which was part of a survey conducted by the San Diego KidsPlace Committee, a community-based group of volunteers dedicated to enhancing the city in the eyes of our youth.

In her essay, Sabina touched on a full range of issues affecting San Diego -- from crime to education. "My image of this neighborhood is to create a large zone where no cars are allowed so people would use mini-electric trains to travel around.

--more--

MAYOR FOR A DAY - 222222

"The neighborhood would have limited entry points for greater security thus reducing crime. Inside the neighborhood there would be trash cans everywhere. Homeless people would be employed for maintaining parks and other facilities. Minor criminals could also work in parks while under supervision. Without cars and streets there would be more room for parks and picnic areas. There would also be more room for learning centers and after school activities for kids."

Born in Urbana, Illinois, Sabina now lives in Kearny Mesa with her parents and younger sister. A straight "A" student, whose favorite subjects include science and health, Sabina hopes to one day be a surgeon. Her favorite hobbies include art, writing and basketball.

The remaining nine semi-finalists will "shadow" various professionals for a day. The semifinalist include Sonya Schneider, Encanto Elementary; Todd Rex Gloria, Hawthorne Elementary; Jennifer Erin Tomaiko, Madison High School; Edward Boas, Maria Curie Elementary; Sydney Good-Smith, Marvin Elementary; Emelyn R. Cortes, Mary McCleod Bethune; Dayne Maestas, William H. Standley Jr. High; Adam Miles, Sunset View; Bear Kennedy, Twain.

The top ten surveys were reviewed by a panel of judges that included: Kathy Diamant, KFMB; Evan Becker, Housing Commission; Dave Thompson, AIA; Susan Davis, San Diego Unified School District; Dr. Paul Strand, San Diego State University; Mark Powell, San Diego Museum of Art.

67

TRIBUNE 4/25/89

CAPENER / WALCHER
(619) 298-4114

Crowd was too big, 'Mayor fo

By Susan Shroder
Tribune Staff Writer

Some children who were semifinalists in the "Mayor for a Day" program were upset as were their parents and teachers, by the unexpectedly large turnout at a San Diego City Council meeting where they were honored yesterday.

The problem was that the program succeeded in drawing a far larger crowd than expected, said Lynn Sharpe-Underwood, the mayor's community outreach director. About 300 people were expected to attend, but more than twice that number of kids, parents and teachers showed up at City Hall, she said.

The turnout was good news for organizers of the program, but disappointing for some participants who could not get into the packed council chamber, where Mayor O'Connor asked the finalists and semifinalists to stand and be recognized.

"We didn't expect this many people," Sharpe-Underwood said. "We had R.S.V.P.s from about 300. We were stunned — happily stunned."

She apologized to those unable to get into the 12th-floor chamber.

The picture was dramatically different, however, later in the day, when students from six area high schools made presentations to the council as part of the "Government in Motion" program, sponsored by the San Diego Junior Chamber of Commerce. By the time the last high school finished, about a dozen people were left in the chamber.

For the earlier event, the chamber's seats and aisles and the 12th-floor hallways were packed with young children, parents and teachers. A television monitor was set up in a nearby committee room so the overflow crowd could watch as O'Connor honored the 10 finalists and more than 200 semifinalists out of 10,000 students who wrote essays for the "Mayor for a Day" contest, part of this year's "KidsWeek" events.

The mayor has proclaimed 1989 the "Year of the Child" in San Diego. The contest, in conjunction with a survey of children's concerns, was organized by KidsPlace, a child-ad- [illegible] founded by O'Connor three years ago.

The winning essay was written by Sabina Sood, 11, daughter of Parveen and Indu Sood of Kearny Mesa. Sabina chaired the beginning of yesterday's council meeting with O'Connor. Sabina's father is a planner-architect with the Austin-Hansen-Fehlman Group.

Among those disappointed with yesterday's program were Andy Olson, 11, a "Mayor for a Day" semifinalist from Deportola Middle School, and his mother, Madelyn. Both said they had hoped the semifinalists would be able to meet O'Con-

BEST COPY AVAILABLE

r a Day' candidates proclaim

tor.

A teacher who had three semifinalists in her sixth-grade class said she was disappointed that the room was not large enough to accommodate everyone. She asked that her name not be used.

At a reception in the room with the television monitor, the semifinalists were given "KidsWeek" T-shirts, candy and pins. Sharpe-Underwood said they will receive proclamations signed by Sabina and O'Connor.

As part of her day, Sabina toured police headquarters and attended a Chamber of Commerce luncheon with Gov. Deukmejian. At the luncheon, she presented an award to author Ted Geisel of La Jolla, also known as Dr. Seuss.

Students from the six participating high schools studied an issue and made recommendations to the council yesterday.

BEST COPY AVAILABLE

TRIBUNE 4/26/89

CAPENER / WALCHER
(619) 298-4114

BEST COPY AVAILABLE

THE TRIBUNE
APR 21 1989
CAPENER / WALCHER
(619) 298-4114

Sixth-grader will be 'mayor for a day'

Honor is part of Kidsweek events planned throughout city

By Susan Shroder
Tribune Staff Writer

Kidsweek was first held last year, but has been expanded this year, tying in with O'Connor's designation of 1989 as the 'Year of the Child,' said mayoral spokesman Paul Downey

Her vision for downtown San Diego is to create a large area with "electric minitrains" instead of cars so there would be more room for parks, picnic areas, learning centers and after-school activities for kids.

Sabina Sood,, 11, of Kearny Mesa, also would like to see "trash cans everywhere" downtown and homeless employed to maintain parks and other public facilities.

Sood, a sixth-grader and straight-A student at Mason Elementary School in Mira Mesa, will be "mayor for a day" on Monday. She'll assist Mayor O'Connor with her duties that day, including briefings with the city manager and planning director. She'll also co-chair the city council's 2 p.m. meeting.

The mayoral program is part of Kidsweek in San Diego, a week of events scheduled throughout the city to "enhance San Diego in the eyes of children," according to the mayor's office. Some activities are geared toward teens.

Kidsweek was first held last year, but has been expanded this year, tying in with O'Connor's designation of 1989 as the "Year of the Child," said mayoral spokesman Paul Downey.

The official Kidsweek kickoff is at noon tomorrow, with ferry rides from the foot of Broadway downtown to the Old Ferry Landing in Coronado.

Ferry tickets are $1.50. The ferry will leave the San Diego side on the hour and return on the half-hour until 4 p.m.

Kidsweek was organized by the mayor's KidsPlace committee, a volunteer group. Many businesses and recreational and cultural organizations will take part.

Next Saturday and Sunday, children 15 and under will get in free to the Children's Zoo all day at the San Diego Zoo. There also will be hourly animal presentations.

Also next Saturday, Olympic medalist Jackie Joyner is scheduled to take part in the Children's Hospital Auxiliary Funtastic Fair at the Del Mar racetrack. A one-mile fun run and 5k fitness stride starts at 7:30 a.m.

There will be children's activities at Horton Plaza tomorrow afternoon, including storytelling and face-painting on the plaza's first level from 2 p.m. to 4 p.m.

Also from noon to 4 p.m. tomorrow, there will be a carnival with relays, softball games and craft projects at the Pacific Beach Recreation Center, 1405 Diamond St. For information, call 272-6812.

Tomorrow and Sunday, the Police Department will hold an open house and guided tour at its eastern division substation at 9265 Aero Drive from 9 a.m. to 2 p.m. The western division substation at 5215 Gaines St. will hold an open house from 10 a.m. to 2 p.m. Monday through Friday, for elementary-school students.

Also tomorrow and Sunday, kids are invited to join a "hands-on learning experience" at the Ocean Discovery Lab at Scripps Aquarium from 10 a.m. to 2 p.m. The activity will be repeated during the same hours next Saturday and Sunday.

The San Diego International Children's Festival in Balboa Park is part of the week's events, with shows and activities scheduled Wednesday through Sunday.

On Friday, the Girl Scouts will hold a sing-a-long at the Organ Pavilion in Balboa Park from 5 p.m. to 6 p.m.

Next Saturday, admission will be free to the Natural History Museum for those 18 and under from 10 a.m. to 4:30 p.m.

Next Sunday, there will be a free, one-hour tour for youths in fourth grade and above at the Old Globe Theatre. Reservations must be made by Wednesday. Call 237-7431.

The official closing ceremony for Kidsweek will be at 3:40 p.m. next Sunday at the Organ Pavilion in Balboa Park.

For information about events, call 236-6330.

Tribune photo by Jerry Rife

CARPENTER / VALCNER
(619) 268-1114

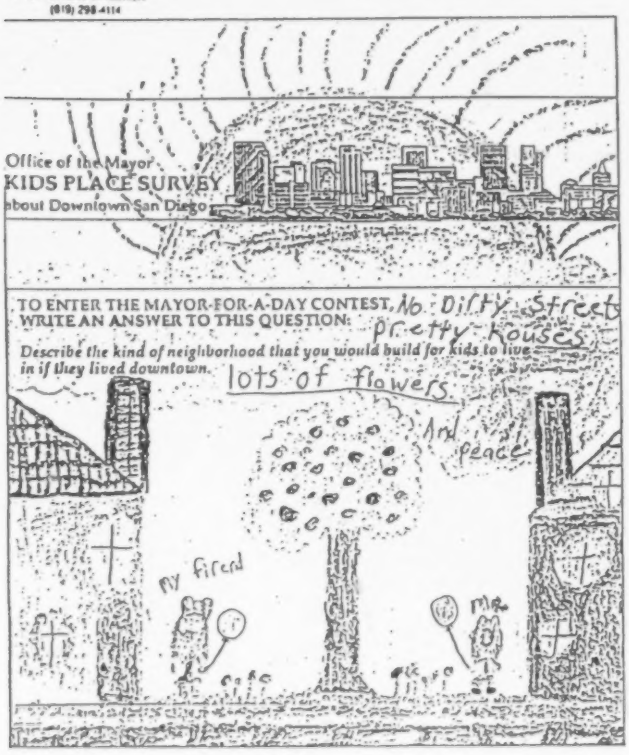
Honorable helper

Mayor O'Connor whispers parliamentary procedure to Sabina Sood during yesterday's session of the San Diego City Council. Sood, 11, a sixth-grader at Lowell Mason School in Mira Mesa, was selected as "Mayor for the Day" from among 10,000 youngsters who wrote essays about what they envision for downtown San Diego. Story, Page B-5

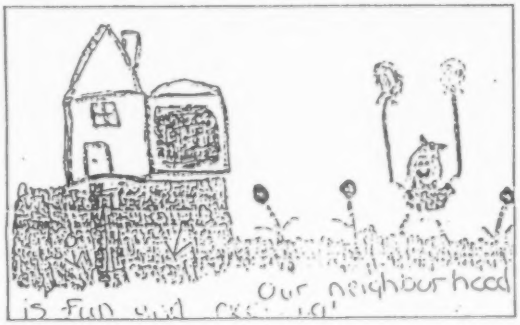
FRONT PAGE TRIBUNE 4/25/89

BEST COPY AVAILABLE

CAPELLER / WALCHER
(619) 298-4114


Office of the Mayor
KIDS PLACE SURVEY
about Downtown San Diego
TO ENTER THE MAYOR-FOR-A-DAY CONTEST, WRITE AN ANSWER TO THIS QUESTION:
Describe the kind of neighborhood that you would build for kids to live in if they lived downtown.
No Dirty Street
Pretty Houses
lots of flowers
And Peace
My Friend
Me

Above, Melissa Sack, 10, opted for a San Diego with clean streets, while Heather Emblem, 11, pictured a fun city, right.



KIDS' CONCERNS

A safer, more-caring San Diego is at top of children's wish list

By Barbara Fitzsimmons
Staff Writer

■ KidsWeek events—F-3

"I would like a cleaner city and a home for the homeless," wrote 9-year-old Pablo Marticez of Paradise Hills. "I would like a better downtown with green grass, parks and tall trees."

"I would like a neighborhood with a low death and crime rate where there would be no gang violence," wrote Kiesha Bey, 13, of Southeast San Diego. "All people, no matter what race, age or sex, would not be discriminated against."

"The kind of neighborhood I would build would help poor and neglected kids," wrote Victoria Smith, 11, of Point Loma. "It would be a giant park with lots of flowers and trees. It would be a place where you can have fun without drugs or alcohol."

And so the responses went when Mayor O'Connor and a community group called Kids Place asked the children of San Diego what they would do to make the city a better place to live.

Between last December, when the survey was first distributed to public schools throughout the city, and last week's deadline, more than 10,000 youngsters answered — both with colorful drawings and brief, often poignant, essays.

A sampling of the results will be presented to the City Council next week as part of the city's annual KidsWeek celebration. In addition, the student named as the top entrant will get to play mayor for a day.

"Please, *no* drunk people or smokers to make the neighborhood safe for kids," wrote 9-year-old Annie Pruitt of San Diego. "With sidewalks on every street in the neighborhood."

"I would build a shopping mall for poor kids and homeless people where you can get clothes for 50 cents or less if you show your poor person I.D.," wrote Bill Smouse of South Park. "I'd build a snack bar with free food."

The survey was designed by the local chapter of the American Institute of Architects with help from city schools' staff. It included both the main essay question about how to improve San Diego and several pages of multiple-choice questions on local children's likes, dislikes and activities. (See chart).

"What the kids of San Diego have to say can influence the way the community is developed," said Michael Winn, a Kids Place coordinator. "We found that many kids don't know how the world works. They don't realize that they can make a difference."

Winn and other members of Kids Place — a child advocacy group founded by Mayor O'Connor three years ago — scanned all of the survey responses and tabulated the most frequently recurring themes.

At the top of the list was fear.

"Kids have a concern for safety, usually expressed as a fear of being kidnapped or assaulted," Winn said.

Second was a desire for more parks and playgrounds.

Third was concern about the city's homeless population, expressed both as fear of the homeless

See Survey on Page F-3

Poll draws childhood lifestyles

Here are some of the answers to the Kids Place survey. Some percentages add up to more than 100 because the children were allowed to check more than one answer.

In what kind of home do you live?
House: 75
Apartment: 17
Condo: 5
Other: 3

How do you get to school?
Car: 53
Walk/bike: 39
School bus: 13
Public bus/trolley: 3

Your favorite subject:
Arts: 32
Math: 29
Physical education: 27
Science: 19
English: 18
Other: 15
Social studies: 12
Writing: 11
Foreign languages: 8
Literature: 6

Do you have an opportunity to participate in activities such as:
Sports: 56
Computers: 47
Field Trips: 39
Arts: 35
Music: 34
Dance: 26
Visits to museums: 23
Crafts: 21
Drama: 18
TV & filmmaking: 16
Photography: 15
Scouting: 13

Which activities would you most like to have at your school?
Field trips: 44
Sports: 36
TV & filmmaking: 31
Dance: 28
Computers: 23
Music: 22
Arts: 21
Photography: 20
Visits to museums: 17
Drama: 15
Crafts: 15
Scouting: 8

Where do you go most often right after school?
Home: 61
Meet with my friends somewhere: 21
Part-time job: 9
Stay at school: 7
Day care: 1

Check the activities you do after school (not including homework)
Doing things with my friends: 64
Watch TV: 55
Sports: 36
Part-time work: 18
Art, music or dance lessons: 12
Clubs or church programs: 8
After school programs: 8
Tutoring: 4
Martial arts programs: 4

Who is at home when you come home from school?
Mom or Dad: 52
No one: 28
Little sister/brother: 22
Older sister/brother: 20
Grandparent: 8
Other relative: 7
Sitter: 4

Which would you most enjoy?
Be with my friends: 59
Beach: 48
Movies: 47
Shopping: 39
Sports: 39
Go to the mall: 36
Concerts: 35
Video arcade: 29
Part-time job: 19
Zoo: 14
Stay home: 13
Museum: 10
Library: 9
Scouts, etc.: 5

Does either your mom or your dad work in the downtown area?
No: 75
Yes: 25

Have you ever been downtown?
Yes: 94
No: 6

Is downtown a good place for young people to live?
No: 88
Yes: 12

Which three things would you like to have in your neighborhood?
Movies and stores: 56
Interesting places to go: 53
Lots of entertainment: 47
Having more people my age around: 43
Place to take my friends: 37
Good places to eat: 34
A bus that could take me to many different places: 14
Living in a high-rise building: 6

If you lived downtown, what wouldn't you like?
Homeless people: 72
Dirty streets: 70
Noise: 59
Traffic: 55
Strangers: 51
Crowds: 48
No trees or grass: 44

BEST COPY AVAILABLE

APPENDIX C: 1989 SURVEY REPORT SUMMARY

April 24, 1989

San Diego City Council
City of San Diego
202 "C" Street
San Diego, CA 92101

Ladies and Gentlemen:

In support of Mayor Maureen O'Connor's declaration regarding children in her State of the City address this year, the 1989 KidsPlace Survey will provide information to help create an agenda of projects and programs that benefit children and their families. The KidsPlace Survey has consulted the opinions of thousands of young people between the ages of 7 and 18 over the past 3 years.

The KidsPlace Survey is made possible by the hard work of many volunteers and the cooperation of San Diego Unified School District, city social studies teachers, and the City of San Diego Planning Department. This year, the San Diego chapter of AIA helped to design the 1989 survey. We sought to provide building designers and and builders with udeful information about how our young people want their homes and neighborhoods to look. Some questions on the 1989 survey were inspired by the responses of young people we received on last year's survey when more than 15,000 children participated.

This year, we asked young people questions about their preferences relative to housing, educational opportunities, after school activities, transportation, how they perceived downtown San Diego, and how they thought the quality of life in the community might be improved.

In some cases, the responses this year have illustrated the values and attitudes our children are learning - what they think will satisfy them. Part of the 1989 survey was designed to elicit personal response and provoke creative thinking. As a result, we are learning much about how young people perceive the conditions in which they are living and how they think we could improve these conditions. We are also learning a great deal about the values our children are acquiring, which is, in part a prediction about what kind of citizens they will turn out to be, and how they will support the development of the San Diego community.

The Social Science Research Laboratory at San Diego State University has been helping us to evaluate more than ten thousand responses we have received so far this year. Attached further on, you will find a preliminary report which provides some useful information about how our children and youth perceive the community as well as some of their likes and dislikes.

The 1989 Survey consists of two parts (see attachment): a computer scannable form and a second form on which children were asked to describe in their own words, "the kind of neighborhood that you would build for kids to live in if they lived downtown."

We wanted young people to give us information about downtown development, but we also wanted to get a better read on how the downtown area, which has received development emphasis in recent years, is providing for families and children. Members of the KidsPlace committee read every one of more than ten thousand surveys returned from 75 schools throughout the San Diego area. Survey readers prepared a list of most frequently mentioned themes mentioned by young people in their written responses.

The most significantly recurring theme mentioned by young people was about the issue of security. Survey readers were left with the feeling that many of our children do not feel safe on our streets and parks, and even in their own neighborhoods. This perception by our children and young people may reflect adult attitudes. In this case, the information gives us an insight about an area of community development where there is opportunity for everyone to make a contribution, even young people themselves. What could we do to have people in San Diego feel safe from harm?

The following list cites the most frequently recurring themes mentioned by young people, in order of the frequency of their occurrence:

1) Concern for safety (fear of kidnap, assault, etc.)
2) More parks, open space, trees and playgrounds
3) Concern about and fear of homeless
4) Concern about litter and cleaner streets
5) Recreational centers
6) Request to remove air pollution
7) Protection from gangs and drug sellers and users
8) Desire for swimming pools
9) Request for small houses and trees
10) Complaint about traffic and noise
11) Desire for culture & entertainment for young people
12) Someone home after school
13) More educational opportunities
14) Counseling services for kids in trouble

15) Shopping places for young people
16) Free child care for parents
17) Savings bank for kids
18) Better jobs for parents

The clearest directive KidsPlace has gotten from our young people in the 1989 Survey is that we need to continue and expand this process of community involvment in the consideration of development issues. Our young people have spoken very clearly about issues of pollution, traffic, noise reduction, needs for trees, open space, parks, transportation alternatives and responsible treatment of the poor and homeless. And where they have expressed their fears and uncertainties with candor, they have allowed us to look through a window of youthful innocence at the state of our thinking as a community.

Survey results show that, as a culture, we may be in the dark about the possibilities of urban design and urban living, while at the same time, we are in the midst of a period of intense downtown growth and development. The values and opinions our young people express show us that not only are our young people concerned about the same problems as adults, but also, they aspire to the same style of living which has result in many of the problems we seem to mutually abhor.

The next task of the KidsPlace Survey project is to prepare a report to the children and youth about the issues which they brought up. Working with social studies teachers in our city schools, we are producing a videotape about the survey results for use in school classrooms. Next Fall, our social studies teachers will be conducting an inquiry with our young citizens, examining in detail some of the issues which they have raised. Teachers will be using the survey reports as part of a study process intended to develop and motivate participation and leadership in the democratic processes of the community.

Yours very truly,

Michael Winn, Chairman
KidsPlace Survey

George Driver, Chairman
KidsPlace

San Diego City Council Meeting

April 24, 1989

Presentation by Michael Winn, Chairman KidsPlace Survey Committee

"Mayor Sood, Ladies & Gentlemen of the Council, Mayor O'Connor, fellow citizens, my name is Michael Winn. I reside at 430 W. Spruce Strett in San Diego. I'm a member of the KidsPlace Committee and the coordinator of the KidsPlace Survey and Mayor for a Day contest.

This year, the KidsPlace Survey has focused on providing information to help architects, city planners and developers design and build in a way that creates good communities for children and their families.

With help from the San Diego Unified School District, and social studies teachers, we surveyed thousands of young people between the ages of 7 and 18. We asked them to tell us about how they wanted their homes and neighborhoods to be built. Some of the questions on the 1989 survey were based on what more than 15,000 children told us last year.

The clearest directive coming from the 1989 Survey is that we need to continue and expand this process of community involvment in the consideration of development issues. Our young people have spoken clearly and responsibly about issues of pollution, traffic, noise reduction, needs for trees, open space, parks, transportation alternatives and responsible treatment of the poor and homeless. They have expressed their fears and uncertainties with candor. They have allowed us to look through a window of youthful innocence at the state of our thinking as a community.

Survey results show that, as a culture, we may have much to learn about the possibilities of urban design and urban living, while at the same time, we are in the midst of a period of intense downtown growth and development.

The next task of the survey project is to report to the children and youth about the issues which they brought up.

In association with social studies teachers in our city schools, we are producing videos about survey results. Our young citizens will be examining many issues they raised in detail. Teachers will be using the survey reports as part of a study process intended to develop and motivate participation and leadership in the democratic processes of the community.

The survey responses this year are telling us something about the values and attitudes our children are learning - what THEY think will MAKE THEM HAPPY. We're learning about how young people perceive the conditions in which they are living and how they think we could improve these conditions.

The Social Science Research Laboratory at San Diego State University is helping us to evaluate responses. In the packet I've given you you'll find a preliminary report which provides some useful information about how our children and youth perceive the community as well as some of their likes and dislikes.

The 1989 Survey consists of two parts computer scannable form and a second form on which children were asked to describe in their own words, "the kind of neighborhood that you would build for kids to live in if they lived downtown."

We wanted young people to give us information about downtown development, but we also wanted to get a better read on how the downtown area, which has received development emphasis in recent years, is providing for families and children.

Members of the KidsPlace committee read every one of more than ten thousand surveys returned from 75 schools throughout the San Diego area.

The most significantly recurring theme mentioned by young people was about security. Survey readers were left with the feeling that many of our children do not feel safe on our streets and parks, and even in their own neighborhoods.

In this case, this SURVEY has given us direction where there is opportunity for everyone to make a contribution, even young people themselves - What could each of us do to have young people in San Diego feel safe from harm?

The following is a list of the most frequently recurring themes mentioned by young people, in order of the frequency of their occurrence:

1) Concern for safety (fear of kidnap, assault, etc.)
2) More parks, open space, trees and playgrounds
3) Concern about and fear of homeless
4) Concern about litter and cleaner streets
5) Recreational centers
6) Request to remove air pollution
7) Protection from gangs and drug sellers and users
8) Desire for swimming pools
9) Request for small houses and trees

10) Complaint about traffic and noise
11) Desire for culture & entertainment for young people
12) Someone home after school
13) More educational opportunities
14) Counseling services for kids in trouble
15) Shopping places for young people
16) Free child care for parents
17) Savings bank for kids
18) Better jobs for parents

Later in the year, KIDSPLACE will be submitting a more detailed and scientific report with some suggestions regarding a proposed agenda for children and youth.

Office of the Mayor

KIDS PLACE SURVEY

about San Diego

Architects and city planners in San Diego want to know what you might think would be the best way to build for young people. Your answers to the questions on this survey will help them design and improve the community.

Unless a question tells you otherwise, if there are many answers, you may mark as many answers as you want to.

Use a PENCIL to mark the small red"bubble" beside each answer you choose: ● like this

1. **HOW OLD ARE YOU? (mark the bubble next to your age)**
   ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○ 13 ○ 14 ○ 15 ○ 16 ○ 17 ○ 18

2. **IN WHAT KIND OF HOME TO YOU LIVE?** ○ House ○ Condo ○ Apartment ○ Other

3. **ARCHITECTS WANT TO KNOW: IF YOU WERE TO BUILD YOUR HOME JUST THE WAY YOU WANTED IT, WHICH OF THE FOLLOWING WOULD YOU WANT TO HAVE?**
   ○ Your own bedroom ○ A family room ○ A room just for you ○ A workout room ○ A backyard
   ○ A big kitchen ○ Many bathrooms ○ A quiet room to study ○ A dining room

4. **WHERE DO YOU EAT MOST OF YOUR MEALS?** ○ Kitchen ○ Dining room ○ School ○ Restaurants

5. **HOW DO YOU GET TO SCHOOL?** ○ Walk/Bike ○ Public bus/Trolley ○ School bus ○ Car

6. **CHECK YOUR FAVORITE SUBJECT:** ○ Arts ○ English ○ Physical Education ○ Writing
   ○ Other ○ Science ○ Math ○ Social Studies ○ Foreign Languages ○ Literature

7. **DO YOU HAVE AN OPPORTUNITY TO PARTICIPATE IN ACTIVITIES SUCH AS:**
   ○ TV & Film Making ○ Computers ○ Scouting ○ Field Trips ○ Drama ○ Music
   ○ Visits to museums ○ Arts ○ Crafts ○ Sports ○ Photography ○ Dance

8. **WHICH ACTIVITIES WOULD YOU MOST LIKE TO HAVE AT YOUR SCHOOL?**
   ○ TV & Film Making ○ Computers ○ Scouting ○ Field Trips ○ Drama ○ Music
   ○ Visits to museums ○ Arts ○ Crafts ○ Sports ○ Photography ○ Dance

9. **WHERE DO YOU GO MOST OFTEN RIGHT AFTER SCHOOL?**
   ○ Home ○ Day care ○ Meet with my friends somewhere ○ Stay at school ○ Part-time job

10. **CHECK THE ACTIVITIES YOU DO AFTER SCHOOL (NOT INCLUDING HOMEWORK)**
    ○ Doing things with my friends ○ Art, music or dance lessons ○ Clubs or church programs ○ Tutoring
    ○ Martial arts programs ○ After school programs ○ Watch TV ○ Sports ○ P-Time Work

11. **WHO IS AT HOME WHEN YOU COME HOME FROM SCHOOL?** ○ Mom or dad ○ Sitter
    ○ Little sister/brother ○ Older sister /brother ○ Grandparent ○ Other relative ○ No one

12. **HAVE YOU RIDDEN A BUS OR TROLLEY TO GET TO PLACES BESIDES SCHOOL?**
    ○ Sometimes ○ Often ○ No **WOULD YOU LIKE TO?** ○ Yes ○ No

13. **WHICH WOULD YOU MOST ENJOY DOING?**
    ○ Scouts, etc. ○ Zoo ○ Go to the mall ○ Stay home ○ Shopping
    ○ Video arcade ○ Movies ○ Museum ○ Beach ○ Library
    ○ Sports ○ Part-time job ○ Concerts ○ Be with my friends

14. **DOES EITHER YOUR MOM OR YOUR DAD WORK IN THE DOWNTOWN AREA?** ○ Yes ○ No

15. **HAVE YOU EVER BEEN IN DOWNTOWN SAN DIEGO?** ○ Yes ○ No

16. **IS DOWNTOWN A GOOD PLACE FOR YOUNG PEOPLE TO LIVE?** ○ Yes ○ No

17. **WHICH THREE THINGS WOULD YOU LIKE TO HAVE IN YOUR NEIGHBORHOOD?**
    ○ Lots of entertainment ○ Living in a high rise building ○ Places to take my friends
    ○ Interesting places to go ○ Having more people my age around ○ Movies & stores and stores
    ○ Good places to eat ○ A bus that could take me to many different places

18. **WHICH OF THESE DO YOU ENJOY DOING?**
    ○ Sports ○ Church/Temple ○ Restaurant ○ Movies ○ Symphony ○ Family gatherings
    ○ Hiking ○ Picnics/Beach ○ Shopping ○ Museums

Turn the page over to finish the survey.

19. IF YOU LIVED DOWNTOWN, WHAT WOULDN'T YOU LIKE? ⬭ Traffic ⬭ Noise ⬭ Crowds
⬭ Dirty streets ⬭ Strangers ⬭ No trees or grass ⬭ Homeless people

20. IF YOU WERE TO CREATE A RECREATION CENTER, WHICH OF THE FOLLOWING WOULD YOU INCLUDE?
⬭ Snack bar ⬭ Video games ⬭ Music ⬭ Computers ⬭ Dancing

CLASSES IN: ⬭ Photography ⬭ Martial arts ⬭ Music ⬭ Cooking ⬭ Film making
⬭ Computers ⬭ Foreign languages ⬭ Dance ⬭ Art

21. WHAT KIND OF RECREATION FACILITIES WOULD YOU MOST LIKE TO HAVE NEAR YOUR HOME?
⬭ Playground/park ⬭ Teen center ⬭ Bike paths ⬭ Swimming pool ⬭ Video arcade ⬭ Skating rink

22. HOW CLOSE TO YOUR HOME DO YOU THINK THE ABOVE THINGS YOU CHOSE SHOULD BE?

⬭ 1 minute or ⬭ A short walk
⬭ 3 minutes or ⬭ 2-3 blocks away
⬭ 5 minutes or ⬭ A short bus or bike ride
⬭ 10 minutes or ⬭ A long bus or car ride

23. WHERE DO YOU LIVE? ⬭ 1 ⬭ 2 ⬭ 3 ⬭ 4 ⬭ 5 ⬭ 6 ⬭ 7
(Mark the number for the part of the city where you live).

BEST COPY AVAILABLE

Office of the Mayor

KIDS PLACE SURVEY

about Downtown San Diego

TO ENTER THE MAYOR-FOR-A-DAY CONTEST, WRITE AN ANSWER TO THIS QUESTION:

Describe the kind of neighborhood that you would build for kids to live in if they lived downtown.

PRINT YOUR NAME!

My name is: _____ Boy: Girl:

My school is: _____ Grade: _____ Age: _____

The name of the neighborhood where I live is: _____

Q4 WHERE DO YOU EAT MOST OF YOUR MEALS?

	PERCENT OF TOTAL
DINING ROOM	51.4
KITCHEN	39.8
RESTAURANTS	6.3
SCHOOL	2.4

Q5 HOW DO YOU GET TO SCHOOL?

	PERCENT OF TOTAL
CAR	52.8
WALK/BIKE	39.1
SCHOOL BUS	13.3
PUBLIC BUS/TROLLEY	3.4

Q6 CHECK YOUR FAVORITE SUBJECT

	NUMBER OF RESPONSES	PERCENT OF TOTAL
ARTS	2863	32.0%
MATH	2563	28.6%
PHYSICAL EDUCAT	2421	27.0%
SCIENCE	1746	19.5%
ENGLISH	1481	16.5%
OTHER	1352	15.1%
SOCIAL STUDIES	1152	12.9% ←
WRITING	988	11.0%
FOREIGN LANGUAGES	712	8.0%
LITERATURE	556	6.2%
TOTAL:	15834	

Q7 DO YOU HAVE AN OPPORTUNITY TO PARTICIPATE IN ACTIVITIES SUCH A

	NUMBER OF RESPONSES	PERCENT OF TOTAL
SPORTS	5004	55.9%
COMPUTERS	4174	46.6%
FIELDTRIPS	3474	38.8%
ARTS	3212	35.9%
MUSIC	3088	34.5%
DANCE	2375	26.5%
VISITS TO MUSEUMS	2092	23.4%
CRAFTS	1919	21.4%
DRAMA	1658	18.5%
TV & FILM MAKING	1458	16.3%
PHOTOGRAPHY	1379	15.4%
SCOUTING	1171	13.1%
TOTAL:	31004	

Q8 WHICH ACTIVITIES WOULD YOU MOST LIKE TO HAVE AT YOUR SCHOOL?

	NUMBER OF RESPONSES	PERCENT OF TOTAL
FIELD TRIPS	3962	44.3%
SPORTS	3234	36.1%
DANCE	2522	28.2%
TV & FILM MAKIN	2763	30.9%
COMPUTERS	2065	23.1%
MUSIC	1988	22.2%
ARTS	1880	21.0%
PHOTOGRAPHY	1830	20.4%
VISITS TO MUSEU	1549	17.3%
CRAFTS	1356	15.1%
DRAMA	1355	15.1%
SCOUTING	706	7.9%
TOTAL:	25210	

Q9 WHERE DO YOU GO MOST OFTEN RIGHT AFTER SCHOOL?

	% OF TOTAL	% OF THOSE MARKING 'NO ONE' ON Q11	
HOME	61.5	1177	46.4%
DAY CARE	1.4	41	1.6%
MEET WITH MY FRIENDS	21.4	455	17.9%
STAY AT SCHOOL	6.9	116	4.6%
PART-TIME JOB	8.6	167	6.6%

Q10 CHECK THE ACTIVITIES YOU DO AFTER SCHOOL (NOT HOMEWORK)

	NUMBER OF RESPONSES	% OF TOTAL	% OF THOSE MARKING 'NO ONE' ON Q11	
DOING THINGS WITH FRIENDS	5707	63.8%	1307	51.6%
WATCH TV	4935	55.1%	1325	52.3%
SPORTS	3263	36.5%	831	32.8%
PART-TIME WORK	1410	15.8%	322	12.7%
ART,MUSIC,DANCE LESSONS	1067	11.9%	284	11.2%
CLUBS,CHURCH PROGRAMS	765	8.5%	176	6.9%
AFTERSCHOOL PROGRAMS	762	8.5%	211	8.3%
MARTIAL ARTS PROGRAMS	406	4.5%	106	4.2%
TUTORING	369	4.1%	88	3.5%
TOTAL:	18684		4650	

Q11 WHO IS AT HOME WHEN YOU COME HOME FROM SCHOOL?

	NUMBER OF RESPONSES	% OF TOTAL
MOM OR DAD	4643	51.9%
NO ONE	2535	28.3%
LITTLE SIS/BRO	1954	21.8%
OLDER SIS/BRO	1828	20.4%
GRANDPARENT	715	8.0%
OTHER RELATIVE	596	6.7%
SITTER	333	3.7%
TOTAL:	12604	

Q12 HAVE YOU USED BUS OR TROLLEY TO PLACES BESIDES SCHOOL?

	% OF TOTAL	WOULD YOU LIKE TO? YES	NO
SOMETIMES	55.1	41.7	39.4
OFTEN	10.6		
NO	34.3		

Q13 WHICH WOULD YOU MOST ENJOY DOING?

	NUMBER OF RESPONSES	% OF TOTAL
BE WITH MY FRIENDS	5277	59.0%
BEACH	4352	48.6%
MOVIES	4253	47.5%
SPORTS	3532	39.5%
SHOPPING	3487	39.0%
GO TO THE MALL	3242	36.2%
CONCERTS	3112	34.8%
VIDEO ARCADE	2517	28.1%
PART TIME JOB	1685	18.8%
ZOO	1257	14.0%
STAY HOME	1169	13.1%
MUSEUM	891	10.0%
LIBRARY	823	9.2%
SCOUTS, ETC.	454	5.1%
TOTAL:	36051	

Q14 DOES EITHER YOUR MOM OR DAD WORK IN THE DOWNTOWN AREA?

% YES	% NO
25.1	74.9

Q15 HAVE YOU EVER BEEN IN DOWNTOWN SAN DIEGO?

% YES	% NO
93.9	6.1

Q16 IS DOWNTOWN A GOOD PLACE FOR YOUNG PEOPLE TO LIVE?

% YES	% NO
12.1	87.9

Q17 WHICH 3 THINGS WOULD YOU LIKE TO HAVE IN YOUR NEIGHBORHOOD?

	NUMBER OF RESPONSES	% OF TOTAL
MOVIES & STORES	4975	55.6%
INTERESTING PLACES TO GO	4752	53.1%
LOTS OF ENTERTAINMENT	4215	47.1%
MORE PEOPLE MY AGE	3927	43.9%
PLACES TO TAKE FRIENDS	3353	37.5%
GOOD PLACES TO EAT	3083	34.4%
BUS TO MANY PLACES	1317	14.7%
LIVING IN HIGH RISE	510	5.7%
TOTAL:	26132	

Q19 IF YOU LIVED DOWNTOWN, WHAT WOULDN'T YOU LIKE?

	NUMBER OF RESPONSES	% OF TOTAL
HOMELESS PEOPLE	6488	72.5%
DIRTY STREETS	6234	69.6%
TRAFFIC	5325	59.5%
NOISE	5264	58.8%
STRANGERS	4551	50.8%
CROWDS	4282	47.8%
NO TREES OR GRASS	3971	44.4%
TOTAL:	36115	

Q20 IF YOU WERE TO CREATE A RECREATION CENTER, WHICH OF THE FOLLOWING WOULD YOU INCLUDE?

	NUMBER OF RESPONSES	% OF TOTAL
SNACK BAR	5649	63.1%
VIDEO GAMES	5649	63.1%
MUSIC	5204	58.1%
DANCING	4774	53.3%
COMPUTERS	3629	40.5%
TOTAL:	24905	

Q20 (CONTINUED) WOULD YOU INCLUDE CLASSES IN:

	NUMBER OF RESPONSES	% OF TOTAL
DANCE	4177	46.7%
ART	4148	46.3%
COMPUTERS	4109	45.9%
MUSIC	4017	44.9%
FILM MAKING	3451	38.6%
COOKING	3433	38.4%
MARTIAL ARTS	3384	37.8%
PHOTOGRAPHY	3081	34.4%
FOREIGN LANGUAGES	2826	31.6%
TOTAL:	32626	

Q21 WHAT KIND OF RECREATION FACILITIES WOULD YOU MOST LIKE LIKE TO HAVE NEAR YOUR HOME?

	NUMBER OF RESPONSES	% OF TOTAL	% OF AGE 14-18	% OF AGE 10-13
SWIMMING POOL	4848	54.2%		
TEENCENTER	3772	42.1%		
VIDEO ARCADE	3740	41.6%		
SKATING RINK	3634	40.6%		
PLAYGROUND/PARK	3326	37.2%		
BIKE PATHS	2397	26.8%		
TOTAL:	21717			

Q22 HOW CLOSE TO HOME DO YOU THINK THE ABOVE THINGS YOU CHOSE SHOULD BE?

	NUMBER OF RESPONSES	% OF TOTAL	% OF AGE 14-18	% OF AGE 10-13
1MIN OR SHORT WALK				
3MIN OR 2-3 BLOCKS				
5MIN-SHORT BUS/BIKE				
10MIN-LONG BUS/CAR				

Q23 WHERE DO YOU LIVE?

		NUMBER OF RESPONSES	% OF TOTAL	% OF AGE 7-10	% OF AGE 11-14	% OF AGE 15-18
NORTH SAN DIEGO	1	1323	14.0%	4.3%	6.6%	4.4%
NORTH COASTAL	2	479	5.1%	2.6%	2.0%	0.9%
KEARNEY MESA	3	1729	18.3%	6.1%	10.8%	3.0%
EAST SAN DIEGO	4	2689	28.4%	11.4%	15.3%	4.4%
SOUTH COASTAL	5	573	6.1%	2.4%	3.1%	1.1%
CENTRAL SD	6	1658	17.5%	6.5%	10.3%	2.3%
SOUTH SAN DIEGO	7	213	2.3%	1.1%	1.1%	2.0%
MISSING		793				
TOTAL:		9457				